

**DEVELOPING AN ENGLISH DAY PROGRAM AND ITS
ENGLISH MATERIAL FOR CHILDREN IN TK TUMUS ASIH
PRINGWULUNG YOGYAKARTA IN THE ACADEMIC YEAR
OF 2012/2013**

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



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2013

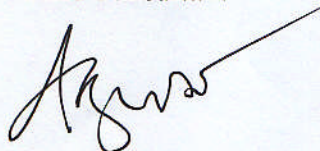
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DEVELOPING AN ENGLISH DAY PROGRAM AND ITS ENGLISH
MATERIAL FOR CHILDREN IN TK TUMUS ASIH PRINGWULUNG
YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

A Thesis



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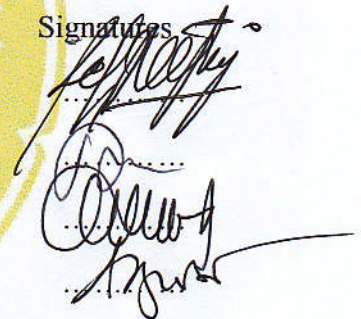
A Thesis

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You can, if you think you can

(George Reeves)

ACKNOWLEDGEMENTS

Allhamdullilahirobbil'alamien. All praises be to Allah S.W.T, without His bleesing and miracle, I would never have finised this thesis.

I would like to express my deepest gratitute to Mr. Dr. Drs. Agus Widyantoro,M.Pd., as my consultant, for his advice patience, understanding, and all his kindness he has given to me during my thesis writing process. My gratitude also goes to all the English Language Department lecturers and all FBS members; I thank them for all the useful materials and knowledge given to me.

I owe very special gratitute to my parents, my father , Bpk. Hendrik and my mother, Ibu.Sumaryati. I would like thank to both for never bored to remind me to keep prayer and prayer and also their understanding, and their support that prevent me from giving up. To my brother mas Hendriyanto Wibisono, thanks for support given to me, reach your dream as far as you can.

For the special person Wasiyanda Putra. I really appreciate your existence and endless support when I was feeling down and needed someone to share with. It is a great moment to be with you and to have you as a great supporter.

I also appreciate to all my best friends, Retno, Rina, Aika, Purnama, Pranesti, Anggi, Upi, Eva and Tina, who give me the meaning of friendship. I would never forget every single minute we ever passed together. To all my big family Edellwise Band; Ndaru, Desy and Dena. To all freelance and officer of Sembilan Communication, I would like to say thanks very much for your understanding and support to me. Last but not least, I would like to say thanks to

those who have contributed a lot in my life but those names I cannot mention one by one.

At last, I realize that this thesis is far from being perfect, even though it is a result of hard work. I will be glad to get some criticism to this thesis. I hope that this thesis will give some contributions to the improvement of the English teaching and learning especially in teaching in the kindergarten.

The writer



Elok Astuti Romadhona

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**DEVELOPING AN ENGLISH DAY PROGRAM AND ITS ENGLISH
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ABSTRACT

This research is aimed at developing English materials for children in TK Tumus Asih Pringwulung Yogyakarta. The materials were set as an effort to provide the non-existence of the English materials for *An English Day Program*. The materials were developed based on the students' needs and characteristics.

This research is categorized as a Research and Development (R&D). The steps in this study were conducting the needs analysis, developing the course grid, developing the first draft of the materials, implementing the first draft of the materials, evaluating the draft of the materials, revising the draft of the materials, and writing the final draft of the materials. The instruments used in this study were interview guidelines and questionnaires. The quantitative data from the questionnaires were analyzed by using central tendency measure. Meanwhile, the qualitative data from the interview were analyzed through interpretational analysis technique.

An English Day program is held for the whole day, from the school start until it finishes. It will give children more time to learn, to practice and to do more activities in order to improve their skill in English. The developed English materials for An English Day program consist of five units. They are *Little Indian*, *Funny Outbound*, *The Greedy Lion*, *Fashion Show* and *Miss Chef Makes a Fruit Salad*. They were developed based on the children needs' and characteristics. From the interviews result and the questionnaires result, it can be concluded that the materials are appropriate for the children. However there are some tasks and activities which are not appropriate. Thus, the inappropriate tasks are revised. The characteristics of the appropriate materials are as follows: (1) The input of the materials should be related to the children's daily life. (2) The materials should be fun, colorful, simple, and attractive. (3) The materials should give the children opportunity to use the language to communicate directly. (4) The activities in the materials should be plenty and various. (5) The materials should allow them to work and to learn in various classroom settings such as individual, pair, and group.

CHAPTER I

INTRODUCTION

A. Background of the Study

Many parents want their children to learn English at an early age. They think that the best time to teach English is when someone is still a child. Children can use a new language more effectively than adults because children acquire the language rather than learn it. Children learn best when they are having fun. One of the most powerful tools in teaching children is games. Children need to have fun while learning something, and it is the best if they learn it unconsciously. It is a great advantage for children to be familiar with English and feel comfortable in using English in their early age.

Teachers in TK Tulus Asih Yogyakarta have already taught English. However, a standard English teaching-learning program has not been designed yet in TK Tulus Asih Yogyakarta. The teacher seldom leads the children to use English as the instructional in the class. They drill some English words without any further activities. They do not use the materials when they teach English because the English teaching materials have not been available yet in this kindergarten. The English teaching-learning process does not involve media use even though there are many media in the class. The English teaching learning program in TK Tulus Asih Yogyakarta needs to be designed and the English teaching learning process needs improvement. Improvement should be made in

every aspect of teaching such as methods, techniques, teaching materials, and media.

B. Identification of the Problem

Learning a foreign language especially English at an early age is considered beneficial. The best time to learn English is when someone is still a child. Children are very young learners with their own characteristics. Teaching English at the kindergarten level is not easy. Teaching very young learners is different from teaching adults. Teaching English to children needs to have particular preparation such as method, technique, teaching materials, and media. To learn a new language, children should get enough exposure to the language.

The English teaching-learning process in TK Tumas Asih Yogyakarta has some problem. The first problem is related to the school itself. A standard English program has not been available yet. The readiness of the school to run the English program is still doubted. Then, the second problem is related to the teachers. The teachers do not have the knowledge and experience of the English teaching to children. Children are always drilled with the translation of words without any further activities. It is clear that the teacher use Grammar Translation Method as the English teaching-learning method. The method is not appropriate for teaching English to children because it requires children consciousness and concentration. The teacher do not involve some activities in their English teaching technique. The teacher should have used techniques that involve interesting activities. The teachers do not use specific English teaching materials. It is believed that English teaching materials play an important role in English teaching to children. As very

young learners, children need to have English teaching materials to learn and teachers need English teaching materials to teach. Therefore, it is important to develop English teaching materials, which helps the teachers to teach English to children appropriately.

C. Delimitation of the Problem

The English teaching-learning aspects consist of methods, techniques, teaching materials, and media. The study focuses on one of the English teaching-learning aspect in TK Tumas Asih Yogyakarta, namely the English teaching materials.

D. Formulation of the Problem

Based on the background of the study, identification and delimitation of the problem mentioned in the previous sections, the formulation of the problem is what English teaching materials are appropriate to children in TK Tumas Asih Yogyakarta.

E. Objective of the Study

In accordance with the formulation of the problem, the objective of the study is to develop an English day program and its English materials, which can help the teachers to teach English to children in TK Tumas Asih Yogyakarta.

F. Significance of the Problem

This study is expected to give a contribution to some parties :

1. For materials developers, the study can give input to develop other English teaching materials.

2. For kindergarten principals and teachers, the study can give input to vary techniques of teaching by using the English teaching materials.
3. For other researchers, the study can give input to conduct further research of developing the English teaching materials.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents two major discussion. They are literature review and conceptual framework.

A. Literature Review

1. Teaching and Learning English to Children

a. The Characteristics of Young Learners

Children are unique creatures who have some characteristics. The elementary school teachers need to learn about their characteristics in order to support the children development and to maximize the teaching and learning process. According to Linse (2005:4), children have three areas of attribute of development such as social/emotional, cognitive, and physical development.

Brewster and Ellis (2002: 27) add that children generally have a lot of physical energy and often need to be physically active almost all the time. They are excellent mimics. They can also concentrate for a long time if they are interested in the activities. However, children get bored easily, learn more slowly, forget things quickly, and can be easily distracted.

Brewster and Ellis (2002: 28) add that very young children are still developing their emotional needs. They are still trying to build their own self esteem and confidence in learning. They are egocentric so that they are difficult to consider other's needs and to cooperate with others. These learners are still developing motor

skills and also more physically restless than older children. They need learning activities that are varied and short. Very young children also need to be involved in learning where they are physically active, have routines that provide a sense of security and warm, encouraging classroom atmosphere, where they feel they have opportunities to succeed in their learning and receives praise.

Children's attributes to their social and emotional development can be seen from some aspects. The first is children usually have a positive mood to cooperate. The second is they have positive relationships with their peers, shows the capacity to really care about them and miss them if they are absent. The third is children displays their humor, negotiation, and compromises with other appropriately. The fourth is they can express their wishes and preferences clearly and give reasons for their actions. Besides, children are not excessively dependent on adults.

Children's attributes to cognitive development, according to Linse (2005:4), involve some aspects. They can follow one to three-steps of instructions. Children are interested in academic content such as reading and playing with words, numbers, or abstract symbols. This development can also be seen from their ability to connect between different concrete concepts, between abstract and concrete concepts, and between abstract concepts. Besides, children can classify concrete pictures, objects, and/abstract concepts.

Children's attributes to their physical development are shown by their ability to do some physical activities such as skip, hop, run, jump, and dance or move to music. Their physical development can also be seen through their ability to control

their muscle when they do their daily activities such as when using scissors, holding spoons, and catching, kicking, and throwing ball, etc (Linse, 2005:5).

Scott and Ytreberg (2004:1) differentiate children related to their ability to learn language into two groups of age. The first group is children at the age of five to seven years as the young learners and the second group is those at the age of eight to ten years. The kindergarten students who are involved in this study are classified into the fifth to seventh language learners who are still developing their ability (Scott and Ytreberg, 2004:1). Children at this age can talk about what they are doing, about what they have done or heard. They can use logical reasoning and argue for something. They love to play and learnt best when they are happy. However, children cannot decide for themselves what to learn, have difficulty in knowing what is fact and what is fiction, and have a very short attention and concentration span.

b. Teaching a Foreign Language to Young Learners

It is important for teachers of foreign language for children to know that the process of children language acquisition is different from the process of children language learning (Krashen in Linse, 2005:12). The process of language acquisition is the natural process used to develop language skill in a child's native language. This acquisition process needs environment that use the native language a lot, for example at home. The language learning in kindergarten needs to be situated as the native language acquisition at home. In addition, according to Brewster and Ellis (2006:6) the term acquisition refers to the process of picking up a second or foreign language

through exposure, whereas the term ‘learning’ refers to a conscious study of a second or foreign language.

The process of language learning for children involve the two term acquisition and learning. The learning process happens when the students aware that they are learning a language and they are trying to achieve it. In the other hand, acquisition process happens when the students use the language that they have learnt for doing activities such as in playing. The researcher also believes that the process of acquisition happens when children are singing, listening to story, playing games, etc. When listening to a story, they will be more focused on their attention to the plot of the story than to the language itself. The children are more interested in knowing the content of the story. They can find it not only from the language used by the story teller but also from the illustrations, the mime, and the expression used by the story teller.

Cameron (2001:19) suggests some key principles that have emerged in thinking about young children learning a language. The first principle is children actively try to construct meaning. Children do not always know about what adults say or ask to them. However, they actively try to make sense by using their limited knowledge to find the meaning and purpose of what adults say to them. In order to know whether children will understand or able to make sense of new language, the teachers need to observe classroom activities from the child’s point of view.

The second key principle is children need space for language growth. The children’s Zone Proximal Development (ZPD) is important for effective learning.

Teachers need to use routines and scaffolding learning strategies in teaching children to help them in reaching their ZPD.

The third key principle is the child's development which can be seen as internalizing from social interaction. It means that when children interact with their surrounding, they internalize the language from the other participants of interaction. Children's conversation with their siblings is considered to be effective to help them in internalizing language.

The last key principle is children's experience will influence their foreign language learning. Children will learn a lot when they are provided by the broader and richer language experience. In order to know that children develop their language ability, teacher should provide opportunities for them to have experiences in the classroom using their skills. Teacher should also identify the particular opportunities of a task or activity and then develop them into learning experience for children.

Scott and Ytreberg (2004: 5) propose seven principles in teaching English as second foreign language to children, they are:

- 1) Words are not enough for children learning

Most activities for language learning for children should include movement and involve the sense. In teaching children, teachers need to have plenty of objects and pictures to help the students in understanding the language.

- 2) Children need to play with the language

In learning a language, children like to play, sing songs, make up rhymes and talk non sense. They need a space for doing those activities in the language learning.

3) Language is perceived as language

In order to know the meaning of children's utterances, teachers need to observe their facial expression and movement when they say something.

4) Children need variety in the classroom

Since children's attention span is short, they need various activities to avoid boredom.

5) Routines

Teachers need to create routines in the classroom to help children become familiar and comfortable in learning.

6) Cooperation and competition

Cooperation should be more activated than competition in the language learning in order to make children more comfortable in the teaching learning process.

7) Grammar

Teaching the grammar is not recommended for teaching children because children have not able to use it in talking. Besides that, children has an amazing ability to absorb language through play and other activities which they find it enjoyable and include physical activities.

8) Assessment

In assessing children, teacher can focus on the positive side of their progress in learning and play down what children have not been able to master.

Glothin (1997) states that children have ten language learning strategies. The first strategy is that children are not interested in language at all and never focus on

their attention on language. However, they are only interested in playing, toys, and their friends. They consider language as a device for achieving or reaching their wants. They never obey about the grammar or the sentence structure. They think that they are successful if they can respond to someone's saying as their way.

The second strategy is that children do not consider much about the meaning of words that they do not know. It is different from adults that they always consider those things. By ignoring the meaning of words they can practice to use words that they hear in speaking with other.

The third strategy is that children love repetition. This fact supports them in learning language. The repetition gives safety for children in producing language. It also helps children in comprehending language by relating the language and the events that they have ever experienced.

The fourth strategy is that children learn language by using their interest. If children focus in observing something that interesting for them, they will ignore their surroundings. This fact should be used by teacher in preparing the teaching materials for children. Teachers should use the teaching materials and aids that are interesting for children. The teaching materials also should attract children's attention to learn language.

The fifth strategy is that children are very selective about language. They are different from adults who tend to confuse when they get much information in one time. Children do not really think about everything given to them but they only think

about something that is interesting for them. When accepting information, they only select the information that are interesting for them and ignore the others.

The sixth is that children love to call things with their names. In doing this, they like to point the objects that they call. Children like to continually repeat those activities without think that it was ridiculous. They think that the activities of pointing to object and calling its name are enjoyable.

The seventh strategy is that children have a natural desire to participate in every activity that is attractive. It could help them in learning the language. They always interested in something new around them, they also interested in what people around them do and say. Children always imitate those people's activities, including imitates their language such as imitating their mother's utterances. They imitating and using the imitate words without knowing the meaning of those words. Because they do not know the meaning of those new words, they will use those words or utterances based on the context. It means that children only observe that there are some words that are used in a certain situation or context and they will use them in the same situation or context. Children will learn something easier if they can remember it. They are difficult in acquiring the new words that are difficult to be pronounced. In the other hand, children will be able to add new meaning to words that are easy to be remembered.

The ninth strategy is that children are fast in using the new words or utterances that they get and can fastly get the context for communicating with other

people. Their success in using the new words makes children confident in using the new language.

The last strategy proposed by Glotin is children are never afraid to make mistakes in using new language for communicating. They love to try something new out. If they get some new words. They will try to use them by ignoring the sentence structure or mistake that could appear. They only think that the new things could be tried. They do not care about what people think about their mistakes. They are confident to use the new language that they get continuously by ignoring the mistakes.

According to some theories above, it can be said that in teaching English for children, teachers should consider children's development. It involves the cognitive, emotional, and physical. Because children are very sensitive, teacher also should create a comfortable atmosphere for them in the classroom.

2. Learning Materials for Children

a. Learning Materials

Nunan (1991: 208-209) states that there are two kinds of instructional materials, namely commercially produced materials and teacher-developed materials. Commercial materials refer to textbook, course book and such materials which are not written for any particular type of students, but for all. These materials often cannot fulfil the needs of the students. So, in using the commercial materials, the teacher is required to select and adapt to student's needs at any particular time and

situation. In other words, they must be presented or taught by paying attention to what the students really need.

The other type of materials is the teacher-developed material. The teaching material is produced by the teacher with reference to the situation and content of learning. These materials need creative and qualified teacher who can stimulate learning by creatively producing contextual materials that can fulfil the real needs of the students. Moreover, both of those teaching materials generally have certain characteristics.

According to Richards and Rodgers (1986: 25) in Nunan (1991: 213) there are three roles of instructional materials in the communicative language teaching. They are specified as follows:

- a. The materials will focus on the communicative abilities of interexpression, and negotiation.
- b. Materials will focus on understandable, relevant, and interesting exchanges information, rather than on the presentation of grammatical form.
- c. Materials will involve different kinds of texts and kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks.

According to the theory above, the instructional materials here should be stressed on the teaching of language function rather than on presentation of grammatical form. To reach the objective of teaching itself, the materials should be interesting and using many kinds of media so that the students will be motivated in the teaching learning process.

In addition, according to Nunan (1988), the materials developed should be suitable with the existing curriculum and consist of the four skills: listening, speaking, reading and writing.

b. Learning Material Developments

Tomlinson (1998: 2) has defined about materials development clearly. He stated that materials development refers to anything which is done by the writers, teacher or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Materials developers might write textbooks, tell stories, bring advertisement into the classroom, express an opinion, provide samples of language use, or read a poem loud.

Then, to develop the material contents into units, Nunan (1991) offers a procedure of creating the unit. The unit, which is divided into teaching lessons, is centred on a story or each could stand alone with respect to the topic or theme the learners care about. The procedures are as follows.

The first step in developing materials is selecting a topic, which is suitable with the students' needs and characteristics. The next step is collecting the data. After collecting the data, the materials developers determine what learners will need to do in relation to the texts. Then, they create pedagogical activities and procedures. After

that, they will analyze texts and activities to determine the language elements. Creating activities which focus on language elements is the next step after analysing texts. After that, the materials developers will create activities, which focus on learning skills and strategies. The last step is creating application tasks.

Meanwhile, Masuhara in Tomlinson (1998: 247) proposes a sequence of course design recommended by the experts as the linear Model X.

The procedures of the course design are as follows:

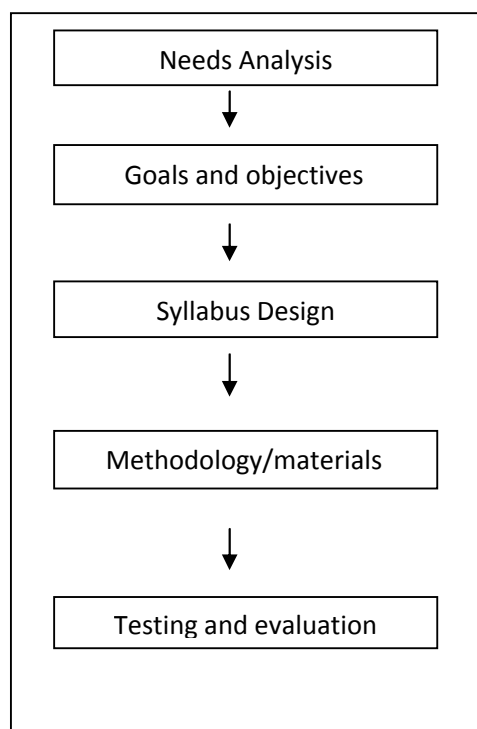


Figure 1 : Course Design Procedures

(Adopted from Masuhara in Tomlinson, 1998: 247)

Other experts, Hutchinson and Waters (1987) also propose some steps of a materials design. According to them, the steps of a materials design are defining the objective and writing the materials. The materials writing process consists of four elements, including input, content, language and tasks.

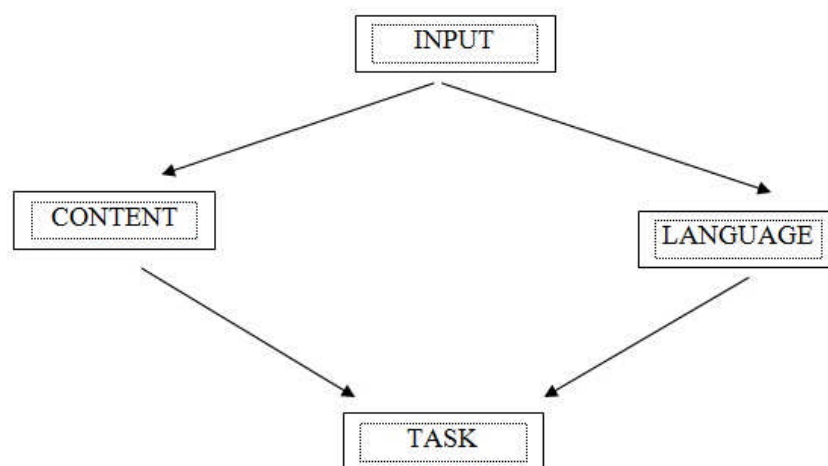


Figure 2 : A Material Design Model

(Adopted from Hutchinson and Waters, 1987: 109)

1) Input

Input can be in the form of texts, videos, recordings, diagrams or any communication data. Input provides stimulus, materials for activities, new language items, correct models of language use, topics for communication, opportunities for learners to use their information processing skills and their existing knowledge.

2) Content

Language is a means to convey information and feeling about something.

Language teaching and learning must concern with non-linguistic content in order to gain meaningful communication in the classroom.

3) Language

Input provides new language items which are important for learners in their communication in the target language. Learners' knowledge of the language item of the target language will help them in communication in the target language.

4) Task

The final goal of the language learning is the use of language. Materials must be designed to lead toward communicative tasks when learners use the content and language they have got.

c. Materials Evaluation

Besides materials writing models, the experts above also include a materials evaluation as a part of a materials development process. A materials evaluation is needed to judge the fitness of something to a particular purpose. Tomlinson (1998: 3) states that a materials evaluation refers to the attempts to measure the value of materials. Hutchinson and Waters (1987: 96) define a materials evaluation as a

matching process, matching the needs to available solution as objective as possible.

They propose four major steps of a materials evaluation process as follows.

- 1) Defining criteria which is involved asking questions such as “On what bases will the materials be judged?” and “Which criteria will be more important?”
- 2) Subjective analysis; this part is questioning the realization of the criteria that are wanted in the course.
- 3) Objective analysis; it is questioning on how the materials being evaluated.
- 4) Matching; it involves the question on how far the materials match the needs.

In addition, Ellis in Tomlinson (1998: 217) suggests five steps of a materials evaluation as the following:

- 1) Description of the task; including the inputs, procedures, language activities, and objectives.
- 2) Planning the evaluation; involving what information to collect, when to collect it and how to collect it and also the instrument for the evaluation.
- 3) Collecting information; the information is dealing with how the task/material was performed, what learning took place as a result of performing tasks, and teacher's and the learners' opinion about the tasks/materials.

- 4) Analysis of the information collected; it can be a qualitative or a quantitative analysis of the data or both.
- 5) Conclusions and recommendations; involves what has been discovered from the analysis and suggestions for future teaching.

d. Research and Development Model

1) Borg and Gall Model

In addition, Borg and Gall (1983) propose steps of a Research and Development (R&D) study as the following:

- a) Research and information gathering which include information collection, needs analysis, and literature review.
- b) Planning the research that involves defining skills, defining research objectives, and defining the feasibility of the research.
- c) Developing the preliminary design (first draft of the design)
- d) Preliminary field testing; collecting data through interviews, observations, and/or questionnaires and then analyze the data. It is done in 1 to 3 schools and using 6 to 12 subjects.
- e) Main product revision; revision based on the preliminary field-test results.
- f) Main field testing; it is conducted in 5 to 15 schools with 30 to 100 subjects.
- g) Operational product revision; revision based on the main field-test results.

- h) Operational field testing; it is done in 10 to 30 schools using 40 to 200 subjects. It includes collecting data through interview, observation, and/or questionnaire and then analyzes the data.
- i) Final product revision; revision of the product as suggested by operational field-test results.
- j) Dissemination and final implementation; report on product at professional meetings and in journals.

2) Dick and Reiser's Model

An instructional plan consists of a number of components that, when integrated, provide you with an outline for delivering effective instruction to learners (Dick & Reiser, 1989:3). There are several components that can be included in the plan. The components are instructional goals, objectives for each goal, test items for each objective including type of instruction activity, content and means of presenting instructional activity. These components then go into instructional plan.

3) Kemp's Model

This model is taken because the structure of the instructional design by Kemp can be applied in all education levels. The model can also be used to design a single unit of instructional material.

Kemp (1977; 8-9) offers eight elements in designing the program development. An interdependent is found among eight elements. Kemp's model is a flexible process. It can move back and forth to the other steps. The steps are goals, topic and general purpose, learning characteristic, learning objectives, subject

content, pre assessment, teaching learning activities and resources, support services, evaluation.

Step 1. Goals, Topics and General Purposes

In making the design, a designer should identify goals, choose major topics, and listing the general purposes. The goals can be derived from three sources like society, student, and subject area. After recognizing the goals, major topics should be treated within the content area. Those topics should be consequenced from simple or concrete levels to complex and more abstract levels. The next thing to do is listing general purposes which are made from the goals and explicitly express students expectation.

Step 2. Learning Characteristics

In order to assure individuals success in educational program, the designer should recognize and respect the students as an individual learner. It means that the designer must obtain information about the students capabilities, needs and interest. The information on students characteristic will affect the instructional designed emphasised.

Step 3. Learning Objectives

Specifying the objectives is difficult but essential in making instructional design. In this step, teacher is concerned with learning as the outcome of instruction. Therefore, all of the objectives should be measureable and unambiguous so that students are able to do the objectives.

Step 4. Subject Content

Students learning experiences must closely relate to the objectives and to the students needs. Subject content comprises the selection and organizing of the specific knowledge, skills and attitudinal factors of any topic. It is called in term of organizing content. In teaching skill, an organizational procedure called task analysis which refers to logical, step by stepdescription of the job or performance skill is often used.

Step 5. Pre-assesment

In order to plan learning activities, a pre requisite test is needed. The test is functioned as determination wether students have the appropriate background for the topic. The second is to determine which of the objectives students have already achieved.

Step 6. Teaching/Learning Activities and Resources

All the plan have done came the slection of teaching learning activities. The designer has to decide the most efficient and effective methods to provide learning experiences. The selection of activities close to the selection of supporting materials which effectively explain and illustrate the subject content.

Step 7. Support Services

Any instructional situation are interrelated with many elements. One which need to be considered is support services. It must be considered at the same time instructional plans are being made and selected. The support services includes funds, facilities, equipment and personnel.

Step 8. Evaluation

This is the final step in the instructional design plan for both the students and the teachers. Students performance is measured by teachers that have set the criteria for judging the quality of students work. When students succesfully achieve them the educational program is succesfully gained.

3. Input And Activities in Language Learning

Input and activities are components of tasks that related each other. Activities are developed based on the input. Below is the brief discussion of those components.

1) Input

Nunan (1989) states that input refers to the data from the point of departure of the task. Nunan (1998) also states that input for communicative tasks can be taken from a wide variety of sources. The form of input is suited to the analized needs. It can be in the form of verbal such as dialogue or paragraph reading and in the form of non verbal such as pictures order. The input provides stimulus materials for activities, new language items, correct model of language use, opportunities for learners to use their information processing skills, and opportunities for learners to use their existing knowledge both of the language and the subject matter.

Hutchinson and Waters (1987) propose six contents of input. The input consist of stimulus material for activities, a new language items, correct models of language use, a topic for communication, opportunities for students to use their information

processing skills, and opportunities for students to use their exiting knowledge both the language and the subject matter.

In children's language development, input plays an important role as the sources of children's learning. According to Foster (1995 : 95), a child must hear or see a language in order to learn or acquire it. She also stated that a child will not learn or acquire a language without having exposure to the language being learnt. It means that input provides many things to be learned by children.

Input that is used in the language teaching for children should be suited with the stage of children's development. Because of that English teachers should provide the comprehensible and suitable input for children in order to support their development. According to Krashen in Linse (2005) the input given should only a little bit above the learner's language level but still understandable. Moreover, teachers also should support children to learn from many varieies of sources such as pictures, voices, and real objects. Teachers can use six principles in designing the learning context for children such the explanation below.

- a) Set the stage and provide a context for learning such as using pictures, etc.
- b) Build a schema by relating a new topic to the children's prior knowledge and experiences.
- c) Provide a variety of input by giving visual, auditory and tactile input.
- d) Make the classroom to be as rich as possible of printed media such as posters, children books, and labels an the wall.
- e) Give model on each instruction given to the children.

f) Use language to perform different actions.

Based on the discussion above, it can be concluded that input that is used for the English teaching and learning process for children should consider children's characteristics and development. Moreover, the input also should be in a context and varied in form and sources.

2) Activity

Nunan (2004: 52) states that a procedure or activity means "what learners will do with the input which forms the point of departure for the learning task". According to Brown (2001: 129), an activity is what learners do in the classroom particularly the behaviour that is directed by the teacher with certain objectives. The activity must be parallel and resemble the real-world to display the genuine interactive communication. Widdowson (1987) in Nunan (2004: 54) claims that the classroom procedure should mirror the communicative performance in the real-world.

In leading teaching and learning activities, the teachers have to consider the framework of the activities that will be given to the students such as the sequences of tasks' activities. The literature proposes a number of frameworks for task-based language instruction (for example Nunan, 1985; Prabhu, 1987; Skehan, 1996; Willis, 1996). The frameworks generally suggest that task implementation or completion involves three stages: pre-task, task, and post-task stages.

The pre-task stage refers to the stage where the learners prepare for the task completion. In this stage, the learners may be:

- a. exposed to the target language or provided with the language support that is necessary for the task completion (Richards, 1999; Willis, 1996; Skehan, 1996; Nunan, 1985; Prabhu, 1987)
- b. given an opportunity to understand the task goal or outcome and procedural aspects of the task (Richards, 1999; Willis, 1996; Skehan, 1996; Prabhu, 1987)
- c. familiarised with the topic or schema (Richards, 1999; Willis, 1996; Skehan, 1996; Prabhu, 1987)
- d. given time to plan the task completion (Richards, 1999; Skehan, 1996).

The task stage refers to the stage where the learners do the 'main' learning activity that may include processing, producing, or interacting in the target language (Nunan, 1985). A wide range of tasks can be used. In this stage the learners perform the activity by themselves (Prabhu, 1987). Generally the learners have to understand the task input in order to complete the task.

Finally, the post-task stage is the phase after the main activity is completed. In this stage, the task outcomes are assessed and feedback is given. A number of post-task stage activities are possible such as follows.

- a. Public performance: learners are to perform the task in front of the class or another group (Willis, 1996; Richards, 1999; Skehan, 1996), or teacher
- b. Consciousness-raising activities (Willis, 1996)
- c. Practice of words, phrases, patterns, and sentences (Willis, 1996)

d. Teacher-led work correction

e. Feedback delivery: the teacher gives oral or written feedback on the task outcomes and the accuracy of the learners' language

4. An English Day Program

a. Definition

An English Day is the name of the program that is used by writer to develop the English learning process in TK Tulus Asih Pringwulung Yogyakarta. This program is about the teaching English for children with fun activities that is very different with the school. It is held for 5 days in TK Tulus Asih Pringwulung Yogyakarta. The aims of this program are to introduce and to develop English to young learners. With this way young learners will not realize that they have learned English.

There are some important points in the program:

1) The Name of the Program

An English Day

2) The objective of the program

- To introduce English for children.
- To teach children about friendship and team work.
- To build self confidence in speaking in English
- To give the children a new experience and knowledge about English.
- To develop the children's ability

3) SWOT Analysis

a. Strengths

- Teachers have a good ability.
- Teachers have experience about children from our study.
- Teachers have a good management system.
- Teachers have experience about event organizer.

b. Weaknesses

- Less of committee.
- This program needs much money to prepare the place and the equipment.
- Limited budget
- Coordination

c. Opportunities

- There are many children around the area.
- This program is supported by teachers and by parents
- supporting the later English learning in the elementary level
- English is very important

d. Threats

- There are many competitors that have much money and a good management.

- The competitors has facilities, materials and the program more completely and interesting.

B. Conceptual Framework

Having discussed the literature review, in this part the writer will put important points on conceptual framework. Firstly, the study is about the instructional design. The organized plan on the design aim to give direction to the teacher so they can develop effective instruction. The writer uses steps modified from Borg & Gall.

The framework is composed of several elements, conducting a needs analysis, developping a course grid, developing a first draft of the tasks, try-out/ implementation, evaluating the first draft of the materials, revising the first draft of the materials, writing the final draft of the materials.

In this research, the researcher adapted the models of a materials development, steps of a materials evaluation and the steps of a R&D study explained previously as the guideline for her research. The steps are:

- 1) Conducting a needs analysis. The aim of the needs analysis is to obtain data and information about the learners' needs and interest.
- 2) Developing a course grid. The course grid is developed based on the result of the needs analysis and the curriculum.

- 3) Developing a first draft of the tasks. Based on the course grid the first draft of the tasks is developed.
- 4) Try out/implementation. The try out is conducted to gain effective judgment of the first draft of the developed tasks.
- 5) Evaluating the first draft of the tasks. The evaluation of the first draft of the developed tasks aims at judging whether the first draft of the developed tasks is suitable with the students' needs and interest or not.
- 6) Revising the first draft of the tasks. The revision is done based on the result of the try-out and the evaluation conducted previously.
- 7) Writing the final draft of the tasks. The last step is writing the final draft of the developed tasks.

The conceptual framework of this research was made based on the literary review and the theories. As mentioned before teaching English to young learners are different from teaching English to adults. It is because children as young learners have the different characteristics in learning language. The teaching and learning process itself needs some principle so that a success of teaching and learning can be achieved.

A material brings the important role since the material has been designed based on the learners' needs. In implementing the materials, the researcher should include the activities that suitable.

An English Day Program is an appropriate program for children language learning. Moreover, to support the learning process English Day Program should be followed by activities which are suited to kindergarten's curriculum.

CHAPTER III

RESEARCH METHOD

A. Type of Study

This study is classified into Research and Development (R&D). According to Borg and Gall (1983: 771-772), research and development is ‘a process in which a version of educational products (textbook, instructional media, a method of teaching, ect) is developed, tried out, and revised based on the results of the try out’.

B. Setting

The study was carried out in TK Tumas Asih Yogyakarta located in Pringwulung Concong Catur Yogyakarta. The school personnel comprised a headmaster and 2 class teachers. TK Tumas Asih Yogyakarta had 2 classes so each class was taught by 1 teacher. There were 33 children in TK Tumas Asih Yogyakarta in the academic 2012/2013. The children age range from 3 to 6 years old. There were 15 children in A class and 17 children in B class. In this study, the subjects were the children and the teacher in B class.

C. Data Collection Technique

The data in this research was collected in two separate times. First, the data of the Learners’ needs and characteristics were first collected as basis to develop the materials. After that the researcher did the second data collection. It was done during

the implementation of the materials. The second data were used to revise the developed materials.

D. Research Instruments

The instruments used to gather the data were interview guidelines and questionnaire.

1. Interview Guidelines

The researcher had a series of interviews with the teachers and learners. The first interview were used in getting the needs analysis to obtain data about learners' profile, their needs and preferences. Then, during the implementation of the materials, the researcher also still had a series of interviews with the learners and the teachers to evaluate the materials. The interviews guided the researcher to decide whether the English teaching materials for An English Day program was suitable or not for them.

2. Questionnaires

In the next step, the questionnaires were also used. In this step, the questionnaires were used in getting the teacher. It was meant to get their general options about the first draft of the materials whether they were suitable for the learners or not. The questionnaires were in the form of a Likert Scales. It consisted of a series of statements which was related to a particular target. Respondents were asked to indicate to extent to which they agree or disagree

with the item by marking (e.g.giving (X) or (√) one of the responses ranging from strongly agree to strongly disagree (Dornyei, 2003:45).

Below was the organization of the questionnaires

Table 1 : The organization of the questionnaires

Questionnaires number	The purpose of the question	References
1-6	To find information concerning the relation among the materials, the curriculum and the syllabus, and the learning objectives.	Brewster, Ellis, and Girard (2002) Nunan (1989)
7-14	To find information concerning the inputs of the developed materials.	Pinter (2009) Nunan (1989)
15-22	To find information concerning the activities of the developed materials.	Nunan 1989
23-24	To find information concerning the setting of task	Nunan 1989
25-27	To find information concerning the teacher role toward the materials	Nunan 1989
28-29	To find information concerning the students' role toward the materials	Nunan 1989
30-33	To find information concerning the appearance of the materials	Brewster, Ellis, and Girard 2003

E. Data Analysis Technique

In the research, there were two types of data. The first data was taken from the researcher teaching reflection and interview, while the second type of the data was taken from the questions in the questionnaires. The data which were in the form of interview transcript with the children and class teacher were analyzed qualitatively. Moreover, the data collected from the questionnaires were analyzed using descriptive statistics.

In analyzing the qualitative data the researcher use five steps proposed by Gall.et.al (2003: 45) which were called interpretational analysis. They consisted of segmenting the database, developing or selecting categories, coding segments, grouping category segments and drawing conclutions. First the resercher broke the recording transcribe into segments. A segment could be a phrase, a sentence, a paragraph or even several pages of text which contains only one item of information. Next the researcher selected a category system in which she used four categories used to evaluated the developed material. They were goals, input, activities and appearance of the materials. Later, the researcher coded the segments according to the categories used and grouped the same segment together. Finally, the researcher drew conclutions based on the grouped-segments.

Moreover, in analyzing the data from the questionnaire, the researcher used descriptive statistics. Descriptive statistics are mathematical techniques for organizing and summarizing a set of numerical data (Gall.et.al,2003:131). It includes frequencies, central tendency, and variabilities. To analyze the data of the respondents' responses toward the statement in the questionnaires in this reserch the researcher used the central tendency measure.

Central tendency is a single numerical value that is used to describe the average of an entire set of scores (Gall.et.al,2003:131). The researcher then analyzed the result of the respondents' statements related to the developed materials using central tendency measure. Since the central tendency measure consist of mean,

median and mode, the data collected from the questionnaire were then presented as in the following table.

Table 2 : The Result of the Questionnaire (Materials Evaluation)

No	Issues of statement	N	Central Tendency		
			Mean	Median	Mode
1.					
2.					
3.					
...	...				

Considering that the researcher used Likert-type Scale to collect the data from the questionnaire, each response to the statement was anchored to five points of agreement as follows :

1 = Strongly Disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

Later to make the quantitative data easier to read, the researcher conversed to the computation results of the questionnaire into interval of mean values on scale of 1 to 5 as in the follow table.

Table 3: Quantitative Data Conversion

Scales	Categories	Interval of mean value	
		Formula	Computation
5	Very good	$\bar{x} > Mi + (1.8 \times SDi)$	$\bar{x} > 4.2$
4	Good	$Mi + (0.6 \times SDi) < \bar{x} \leq Mi + (0.6 \times SDi)$	$3.4 < \bar{x} \leq 4.2$
3	Fair	$Mi - (0.6 \times SDi) < \bar{x} \leq Mi + (0.6 \times SDi)$	$2.6 < \bar{x} \leq 3.4$
2	Poor	$Mi - (0.6 \times SDi) < \bar{x} \leq Mi - (0.6 \times SDi)$	$1.8 < \bar{x} \leq 2.6$
1	Very poor	$\bar{x} > Mi - (1.8 \times SDi)$	$\bar{x} \leq .8$

(Proposed by Sudijono, 2003: 339)

Table 3 above presents the scales and the categories of the quantitative conversion. It also presents the formula of the interval of mean values and the computation and the formula. It was known that \bar{x} was the arrange mean values of each aspect in the questionnaire to decide whether the draft of the developed stories and activities are good and met the learners' or not.

F. Research Procedure

The procedures of this study are as follows.

1. Conducting a Needs Analysis

This step was to find information about the children and their needs for learning English and to know what appropriate materials in teaching English to children. This analysis guided the researcher to develop the teaching materials that were suitable to the condition of the children and their needs. The data about the needs of the were collected through informal interviews and observations.

2. Writing the Course Grid

After deciding the topics, the researcher wrote the course grid based on the needs of the children and some ideas from references from theories and children books. The researcher referred to the curriculum TK and the theory from Hutchinson and Waters (1987) and cameron (2001) to develop the syllabus.

3. Developing the First Draft of the materials

The researcher wrote the first draft of the materials based on some references from many book as the source in creating inputs and activities in her teaching materials. To ensure that the first draft of the materials were appropriate, the reseracher asked for help her advisor to read the teaching materials.

4. Implementing the First Draft of the Materials

After writing the first draft of the materials, the next step was the implementation of the teaching materials in the class. The materials were implemented in the B class. In this step, the researcher also observed the teaching learning process. This step was intended to experiment the developed teaching materials. A camera were also used to record the teaching and learning process.

5. Evaluating the First Draft of the Materials

The feedbacks during the try-out were then used to revise the first draft of the materials. The feedback were obtained from field notes and interview given to the children and the teachers. The interview were about their opinions about the activities they had had. Tose feedbacks were then used by the researcher to modify the materials to provide better and more appropriate materials for the children.

6. Revising the First Draft of the Tasks

Based on the field notes, the opinion and suggestion, the researcher revised the first draft of the materials.

7. Writing the Final Draft of the Tasks

In this stage, the researcher wrote the final draft of the teaching materials for children of TK Tumas Asih Yogyakarta.

G. Validity and Reliability

Gall.et.al, (2003:223) says “questionnaires and interviews must meet the same standards of validity and reliability that apply to other data-collection measures in educational research”. Based on the statement, the researcher analyzed the validity and reliability of the questionnaires as one of the instruments used in this study.

To assure the validity of the materials in this study, the researcher used the content validity and construct validity. The content validity of the materials in this study was based on the curriculum and needs analysis. Referring to Gall.et.al,(2003:192), the task designed were identified whether they were in line with the curriculum and the needs and characteristics of the children or not. The construct validity relates to the contents of the developed materials, which should meet the theories underlying the variable measured. The final product of the materials can be seen in appendix

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Result of the Needs Analysis

A needs analysis was conducted at the early stage of the study. It was aimed at knowing who the learners were and analyzing their needs. The result of the needs analysis of this part is divided into two elements. The first element describes the learners themselves, while the second describes the learners' needs

a. The Description of the Learners

There were 17 children of TK Tumas Asih Yogyakarta who attended the English Day Program. The age of the learners was in the range of three to six years old. Teachers in TK Tumas Asih Yogyakarta have already taught English to children. However, a standard English teaching-learning program has not been designed yet in TK Tumas Asih Yogyakarta. The teacher seldom leads the children to use English as the instructional in the class. They drill some English words without any further activities. They do not use the materials when they teach English because the English teaching materials have not been available yet in this kindergarten. The English teaching-learning process does not involve media use even though there are many media in the class. The English teaching learning program in TK Tumas Asih Yogyakarta needs to be designed and the English

teaching learning process needs improvement. Improvement should be made in every aspect of teaching such as methods, techniques, teaching materials, and media.

b. The learners' Needs

The needs of the children in this research were obtained by interviews with the children of class B, the classroom teachers and the principal. The interview guideline and the result of the interview can be seen in appendix.

From the interview with the children, it was concluded that all the children liked English very much. They enjoyed the teaching learning process and the activities during the lesson. They also liked singing, drawing, coloring, listening to the stories, watching movies, and playing games. They did not mind if they study English for the whole day if they had fun and interesting activities. This was proved by the interviews with the children in appendix.

From the interview with the teachers and principal, it could be concluded that the children like English and they were very enthusiastic in joining all the activities during the lesson. They were actively involved in every games and tasks given by the teacher. The teacher and principal agreed that English was very important to be given to children since they were still acquiring the language. It was easier to make them more familiar with English. The principal also said that the children need more time for practicing English and exploring their skills. Also, he said that effective materials were needed to support the English program in TK Tulus Asih Yogyakarta.

The children of class B of TK Tumas Asih Yogyakarta liked English very much because it was fun and interesting. Yet, the time available to learn English in class was not enough. The English Day program would give them extra time to explore their skills to practice more. The researcher then arranged English materials to be implemented in the program in order to provide the interesting activities in learning English. These materials should attract the children. The activities in the program should vary, such as playing games, singing songs, watching movie and listening to the stories. Based on the collected information, the researcher then developed the course grid of the materials.

2. Course Grid Design

After analyzing the needs , the researcher composed the course grid as a guideline in developing the English Materials. The course grid was developed into five units. The topic of each unit was decided based on the topics chosen by the the teachers, including topics related to the entertainment, daily life, and adventure. Furthermore, the researcher entitled Unit 1 as *“Little Indian”*, Unit 2 as *“Funny Outbond”*, unit 3 as *“Greedy Lion”*, unit 4 as *“Fashion Show”* and unit 5 as *“Miss Chef makes a Fruits Salad”*. Unit 1 is about *introduction and telling numbers*, Unit 2 is about identifying *colours*, Unit 3 is about *animals*, Unit 4 is about *jobs* and Unit 5 about *fruits* . The course grid of each unit consists of the six components of tasks as

proposed by Nunan (2004), including goals, input, activity/procedure, teacher role, learner role and setting.

1) Goal

The goal of Unit 1 is that the children are able to say their names, basic introduction, greeting and telling number from one until 10. The goal of Unit 2 is that the children are able to mention about colours and respond to the instruction in daily life. The goal of Unit 3 is that the children are able to mention and respond to the questions about animals. The goal of Unit 4 is that the children are able to understand about jobs. The goal of Unit 5 is that the students are able to mention fruits and respond to the instruction from the chef.

2) Input

The next component is the input. The given input is related to the topic of the unit tasks. The inputs include pictures, songs, games and videos.

The inputs used in Unit 1 are pictures about numbers, two songs entitled '*Good Morning*', and '*Ten Little Indian Boys*', two games entitled '*Hello Game*', and '*We Are Little Indian*'

The inputs used in Unit 2 are pictures about colors, a song entitled '*Red Yellow Blue and Green*', three games entitled '*Please, Mr. Crocodile*', '*Water Marathon*' and '*Cact the Fish*'

The inputs used in Unit 3 are pictures about animals, two songs entitled '*Lion*', and '*One Two Three*', a video entitled '*The Greedy Lion*', a game entitled '*Mini Drama the Greedy Lion*'.

The inputs used in Unit 4 are pictures about jobs and public places, a song entitled '*I am a Doctor*', a game entitled '*Our Fashion Show*'.

The inputs used in Unit 5 are pictures about fruits, a song entitled '*Watermelon*', a game entitled '*Make Fruits salad*'.

3) Activity/Procedure

The third component is activity/procedure. The activities in this course are divided into three stages, including a Pre-activity stage, a Main-activity stage, and a Post activity stage.

- a) The activities included in the pre-activities stage are singing a song, answering questions, commenting on pictures, and studying vocabulary related to the topics and inputs of the lesson.
- b) In the main-activities, the children listen to the procedures.
- c) In the post-activities, the children do the activities. The children play the games, project and coloring.

4) Roles

The roles of children and teachers are different for each activity and are also depend on the real situation in the classroom. However, the teachers are expected to

act as the assessor, observer, motivator, and facilitator. The children are hoped to act as the participant, negotiator, and performer.

5) Setting

The last component is setting. The settings in each unit are determined by the goals of the activity. In the pre-activities, the children work in groups. In the main-activity stage and the post-activity stage, the children work in small groups.

3. The First Draft

The first draft of the materials was developed based on the collected information from the needs assessment results and the contents were based on the Standard of Competence and Basic Competence chosen by the teacher in the needs analysis result in the early stage of this study. The researcher developed 5 units of the materials. The topics of the units are: *Little Indian*, *Funny Outbound*, *The Greedy Lion*, *Fashion Show* and *Miss Chef Makes a Fruits Salad*.

The five units developed in this research were equipped with activities to support the language learning. The organization of each activity in all units is the same. There are sequenced into three stages as follows.

The first stage is Pre-activity stage named '*Listen to What I am Say*'. It was developed as a warming up activity for the children. It gave the children general information about the topic. The activities in this stage were looking at the pictures,

analyzing the pictures, saying the words based on the pictures and singing songs based on the topic.

The next stage is *Main-activity* named *Look at What I Do*. In *Look at What I Do*, the children listen to the procedure about games.

The next stage is *Post-activity* stage named '*Let's Do it*'. This stage was created to support the language learning in the previous part through fun and interesting ways. The activities in this stage were playing games, project making, such as colouring, drawing etc. It was aimed to give the children a follow up on what they had learned in the previous stage.

Table 4: The Description of the First Draft

No	Part of the Developed Tasks	Tasks
1	Unit Title	
2	Pre- Activity : <i>Listen to What I Say</i>	a. Look at the pictures below. Listen to your teacher and repeat after her. b. Now sing this song with your friends and teacher.
3	Main - Activity : <i>Look at What I Do</i>	a. Listen to your teacher and look at the activity procedures below.
4	Post- Activity <i>Let's Do It</i>	a. Now do the activity based on the procedures above. b. Please color this picture.

The effectiveness of the first draft of the English Learning materials was examined through the implementation of the five units. The implementation was accomplished in five meetings. The first meeting was conducted on May 17, the second May 21, the third May 22, the fourth May 23 and the last May 24, 2013. All of the implementations took place in TK Tumas Asih Yogyakarta.

a. Unit 1- *Little Indian*

The first implementation of unit 1 was held on May 17, 2013. It was implemented to An English Day Program of TK Tumas Asih. In the first implementation there were 17 children of TK Tumas Asih who attended the class. The main discussion of the meeting was introducing, greeting and telling number. The Unit includes 3 parts they are *Listen to What I Say*, *Look at What I do* and *Let's Do It*.

The teacher started An English Day Program by praying and singing 'good morning' song with the children. The prayer was in two languages; English and Indonesian. The detail Unit 1 is presented below.

Table 5: Unit 1

Stage	Instructions & Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the number. – Look at the pictures about numbers. – Sing ‘<i>Good Morning</i>’ and ‘<i>Ten Little Indian Boys</i>’ songs. 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building childrens’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look at the ‘<i>hello</i>’ game prosedure – Listen dan look at the ‘<i>We are Little Indian</i>’ game prosedure 	<ul style="list-style-type: none"> – Listening for information and note-taking activity
<i>Let’s Do It</i>	<ul style="list-style-type: none"> – Practice ‘<i>hello</i>’ game – Practice ‘<i>We are Little Indian</i>’ game 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using game. – Building Knowledge of the related vocabulary

b. Unit 2 – Funny Outbound

The first implementation of Unit 2 was held on May 21, 2013. It was implemented to An English Day Program of TK Tumus Asih. In the first implementation there were 17 children of TK Tumus Asih in the class. The main discussion of the meeting was the color. The unit includes 3 parts they are *Listen to What I Say*, *Look at What I do* and *Let’s Do It*. The detail of unit 2 is presented below.

Table 6: Unit 2

Stage	Instructions and Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the colours. – Look at the pictures about the colours. – Sing ‘Red Yellow Blue and Green’ song 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building childrens’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look the ‘Please Mr. Crocodile’ game prosedure – Listen dan look the ‘Water Marathon’ game prosedure – Listen dan look the ‘Catch The Fish ’ game prosedure. 	<ul style="list-style-type: none"> – Listening for information and instruction
<i>Let’s Do It</i>	<ul style="list-style-type: none"> – Practice ‘Please Mr. Crocodile’ game – Practice ‘Water Marathon’ game – Practice ‘Catch The Fish’ game 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using game. – Building Knowledge of the related vocabulary

c. Unit 3- The Greedy Lion

The first implementation of Unit 3 was held on May 22, 2013. It was implemented to An English Day Program of TK Tumus Asih. In the first implementation there were 16 children of TK Tumus Asih who attended the class. The main discussion of the meeting was the animals. The unit includes 3 parts they

are *Listen to What I Say*, *Look at What I do* and *Let's Do It*. The detail of unit 3 is presented below.

Table 7: **Unit 3**

Stage	Instructions & Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the animals. – Look at the pictures about animals. – Sing ‘<i>Lion-lion I love You</i>’ song and ‘One Two Three’ song – Look at the ‘<i>The Greedy Lion</i>’ video 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building childrens’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look at the ‘<i>The Greedy Lion</i>’ mini drama prosedures 	<ul style="list-style-type: none"> – Listening for information and instruction.
<i>Let's Do It</i>	<ul style="list-style-type: none"> – Practice ‘<i>The Greedy Lion</i>’ mini drama – Color the deer picture 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using mini drama – Building speaking skill – Building Knowledge of the related vocabulary

d. Unit 4- Fashion Show

The first implementation of Unit 4 was held on May 23, 2013. It was implemented to An English Day Program of TK Tumus Asih. In the first implementation there were 17 children of TK Tumus Asih who attended the class. The main discussion of the meeting was the jobs. The unit includes 3 parts they are

Listen to What I Say, Look at What I do and Let's Do It. The detail of unit 4 is presented below.

Table 8: Unit 4

Stage	Instructions & Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the jobs and public places – Look at the pictures about jobs and public places. – Sing ‘<i>I am a doctor</i>’ song 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building children’s’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look the ‘<i>Our Fashion Show</i>’ game. 	<ul style="list-style-type: none"> – Listening for information and instruction
<i>Let's Do It</i>	<ul style="list-style-type: none"> – Practice ‘<i>Our Fashion Show</i>’ game – Color the chef picture 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using game – Building Knowledge of the related vocabulary

e. Unit 5 - *Miss Chef Makes a Fruits Salad*

The first implementation of Unit 5 was held on May 24, 2013. It was implemented to An English Day Program of TK Tumus Asih. In the first implementation there were 17 children of TK Tumus Asih who attended the class. The main discussion of the meeting was the fruits. The unit includes 3 parts they are

Listen to What I Say, Look at What I do and Let's Do It. The detail of Unit 5 is presented below.

Table 9: Unit 5

Stage	Instructions & Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the fruits. – Look at the fruits – Sing 'Watermelon' song 	<ul style="list-style-type: none"> – Starter: attaining students' attention and motivation – Introducing the topic of learning, building children's background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look the 'Make a Fruit' game. 	<ul style="list-style-type: none"> – Listening for information and instruction
<i>Let's Do It</i>	<ul style="list-style-type: none"> – Practice How to make a fruit salad with Miss chef – Color the fruits' picture 	<ul style="list-style-type: none"> – Building childrens' skill in instruction – Building speaking skill – Building Knowledge of the related vocabulary

4. Implementation of the First Draft of the Materials

The stage after developing the first draft was the implementation stage. Here the researcher implemented the English Material in a real teaching of An English Day Program. The Unit 1 until 5 was implemented in the class B. Each Unit was implemented in one meeting. The implementations of the developed materials were

done in the class and school yard. The researcher was using the class or the school yard based on the activity.

In the implementation stage the researcher gained some successes and found out that the children were interested in and enthusiastic about the developed materials and the teaching learning process. However, the researcher also found some troubles in trying out the developed materials.

5. Evaluation

After the materials had been developed, the researcher evaluated the materials. The evaluation was conducted through the questionnaires and interviews. The questionnaires and interviews were used to collect the data on the respondents' agreement towards the developed materials, the general options and the suggestions from teachers and English teachers who had experiences in teaching English to children. The result of the questionnaires and interviews were use to revise the first draft of the materials. The data of the respondents in the evaluation of the materials were presented in Appendix.

As stated in the previous chapter the data gathered from the questionnaires were then transformed into a range of 1 until 5 using *Likert Scale*. Next, the researcher analyzed them to get the data mean, median and mode of each response from the respondents. The result of the computation is presented in Appendix.

The result of the computation shows the mean, median and mode of the data gathered from the questionnaires. It show that the mean range from 3,5 (statement 7,8,26 and 27) to 4,50 (statement 16,17,18,20 and 29). There are four statements with the lowest mean. The first and the second statement deals with the input. The third and the fourth statement is about the teacher's role. The highest mean deals with the activities and the learner's role.

The result of the computation was calculated to get the average mean values of each aspect of the developed materials. The results of this computation showed the mean values of seven aspects which consist of the goals, input, activities, setting, teacher's roles, learner' roles, and layout of the materials. In order to make the quantitative data easier to read, the researcher then consulted the average mean vaalues of each aspect to the ideal standard deviation as started in the previous chapter. The result is presented in Table 10.

Table 10 : Description Statistic of English Teachers' Responses as the First Respondents to All Units in the First Draft

Aspect	Statement Numbers	Number of Cases	Average mean values of each	Explanation
Goals	1, 2, 3, 4, 5, 6	4	3,9	Good
Input	7, 8, 9, 10, 11, 12, 13, 14	4	3,9	Good
Activities	15,16, 17, 18, 19, 20, 21, 22	4	4,3	Good
Settings	23, 24	4	4,1	Good
Teacher role	25, 26, 27	4	3,6	Good
Learner role	28, 29	4	4,3	Good
Layout	30, 31, 32, 33	4	3,8	Good

Table 10 showed the average mean values of the data gathered from the questionnaires range from 3,6 (good) to 4,3 (good). It proved that the respondents agreed to every aspect of the developed an English materials and their appropriateness to be used in An English Day program in TK Tumas Asih Pringwulung Yogyakarta.

In this research, the researcher also gathered opinions and suggestions from the respondents through the questionnaire on the first draft. The result were explained below.

a. Opinion

- 1) The materials in Unit 1, Unit 2, Unit 3, Unit 4 and Unit 5 are suitable to children' needs and interest of learning English materials.
- 2) The tasks in Unit 1, Unit 2 and Unit 3 fulfill their goals.
- 3) The topics are interesting.
- 4) The inputs are interesting and motivating.
- 5) The activities are interesting and motivating.
- 6) The activities are able to facilitate the learning of English materials.
- 7) The roles of teacher and children during the lesson are suitable to the children' needs.

b. Suggestion

- 1) Adding phonetic transcription in the ‘Look at the pictures below! Listen to your teacher and repeat after her!’ in unit 1-5.
- 2) Adding picture for coloring activity in the stage of ‘*Let’s Do It*’ in Unit 1
- 3) Adding picture for coloring activity in the stage of ‘*Let’s Do It*’ in Unit 2
- 4) Adding the costume in our fashion show game in unit 4

6. Revision

After the researcher evaluated the result of the interviews, she did revision on the materials. There were some aspects of tasks that needed to be added and revised. The revision’s description of each unit is presented in the following table:

Table 11: The Revision of Unit 1

Stage	Instructions & Descriptions	Revision
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> –Listen and say the number. –Look at the pictures about numbers. –Sing ‘<i>Good Morning</i>’ and ‘<i>Ten Little Indian Boys</i>’ songs. 	- Adding phonetic transcription
<i>Look at What I Do</i>	<ul style="list-style-type: none"> –Listen dan look at the ‘<i>hello</i>’ game prosedure –Listen dan look at the ‘<i>We are Little Indian</i>’ game prosedure 	- No revision

(continued)

(continued)

Stage	Instructions & Descriptions	Revision
<i>Let's Do It</i>	<ul style="list-style-type: none"> – Practice 'hello' game – Practice 'We are Little Indian' game 	<ul style="list-style-type: none"> - Adding picture for coloring activity

Table 12: The Revision of Unit 2

Stage	Instructions and Descriptions	Revision
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the colours. – Look at the pictures about the colours. – Sing 'Red Yellow Blue and Green' song 	<ul style="list-style-type: none"> - Adding phonetic transcription
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look the 'Please Mr. Crocodile' game prosedure – Listen dan look the 'Water Marathon' game prosedure – Listen dan look the 'Catch The Fish ' game prosedure. 	<ul style="list-style-type: none"> - No revision
<i>Let's Do It</i>	<ul style="list-style-type: none"> – Practice 'Please Mr. Crocodile' game – Practice 'Water Marathon' game – Practice 'Catch The Fish' game 	<ul style="list-style-type: none"> - Adding picture for coloring activity

Table 13: The Revision of Unit 3

Stage	Instructions & Descriptions	Revision
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the animals. – Look at the pictures about animals. – Sing ‘<i>Lion-lion I love You</i>’ song and ‘<i>One Two Three</i>’ song – Look at the ‘<i>The Greedy Lion</i>’ video 	- Adding phonetic transcription
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look at the ‘<i>The Greedy Lion</i>’ mini drama prosedures 	- No revision
<i>Let’s Do It</i>	<ul style="list-style-type: none"> – Practice ‘<i>The Greedy Lion</i>’ mini drama – Color the deer picture 	- No revision

Table 14: The Revision of Unit 4

Stage	Instructions & Descriptions	Revision
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the jobs and public places – Look at the pictures about jobs and public places. – Sing ‘<i>I am a doctor</i>’ song 	- Adding phonetic transcription

(continued)

(continued)

Stage	Instructions & Descriptions	Revision
<i>Look at What I Do</i>	– Listen dan look the ‘ <i>Our Fashion Show</i> ’ game.	- No revision
<i>Let’s Do It</i>	– Practice ‘ <i>Our Fashion Show</i> ’ game – Color the chef picture	- Adding costume in Our Fashion Show Game.

Table 15: The Revision of Unit 5

Stage	Instructions & Descriptions	Revision
<i>Listen to What I Say</i>	– Listen and say the fruits. – Look at the fruits – Sing ‘ <i>Watermelon</i> ’ song	- Adding phonetic transcription
<i>Look at What I Do</i>	– Listen dan look the ‘ <i>Make a Fruit</i> ’ game.	- No revision
<i>Let’s Do It</i>	– Practice How to make a fruit salad with Miss chef – Color the fruits’ picture	- No Revision

7. Writing the Final Draft of the Materials

The last step in doing this research was writing the final draft of the developed materials. The final draft of the developed materials was developed based on opinions and suggestions of the teachers. Additionally, the researcher also consulted the revised materials to her supervisors. Below is the detail description of the final draft. The presentation of the final draft of the developed material is presented in Appendix.

Table 16: The Description of the Final Draft of Unit 1

Stage	Instructions & Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the number. – Look at the pictures about numbers. – Sing ‘<i>Good Morning</i>’ and ‘<i>Ten Little Indian Boys</i>’ songs. 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building childrens’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look at the ‘<i>hello</i>’ game prosedure – Listen dan look at the ‘<i>We are Little Indian</i>’ game procedure 	<ul style="list-style-type: none"> – Listening for information and note-taking activity
<i>Let’s Do It</i>	<ul style="list-style-type: none"> – Practice ‘<i>hello</i>’ game – Practice ‘<i>We are Little Indian</i>’ game – Color the Little Indian’s picture 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using game. – Building Knowledge of the related vocabulary

Table 17: The Description of the Final Draft of Unit 2

Stage	Instructions and Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the colours. – Look at the pictures about the colours. – Sing ‘Red Yellow Blue and Green’ song 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building childrens’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look the ‘Please Mr. Crocodile’ game prosedure – Listen dan look the ‘Water Marathon’ game prosedure – Listen dan look the ‘Catch The Fish ’ game prosedure. 	<ul style="list-style-type: none"> – Listening for information and instruction
<i>Let’s Do It</i>	<ul style="list-style-type: none"> – Practice ‘Please Mr. Crocodile’ game – Practice ‘Water Marathon’ game – Practice ‘Catch The Fish’ game – Color the out bound’ picture 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using game. – Building Knowledge of the related vocabulary

Table 18: The Description of the Final Draft of Unit 3

Stage	Instructions & Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the animals. – Look at the pictures about animals. – Sing ‘<i>Lion-lion I love You</i>’ song and ‘<i>One Two Three</i>’ song – Look at the ‘<i>The Greedy Lion</i>’ video 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building childrens’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look at the ‘<i>The Greedy Lion</i>’ mini drama prosedures 	<ul style="list-style-type: none"> – Listening for information and instruction.
<i>Let’s Do It</i>	<ul style="list-style-type: none"> – Practice ‘<i>The Greedy Lion</i>’ mini drama – Color the deer picture 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using mini drama – Building speaking skill – Building Knowledge of the related vocabulary

Table 19: The Description of the Final Draft of Unit 4

Stage	Instructions & Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the jobs and public places – Look at the pictures about jobs and public places. – Sing ‘<i>I am a doctor</i>’ song 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building children’s’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look the ‘<i>Our Fashion Show</i>’ game. 	<ul style="list-style-type: none"> – Listening for information and instruction
<i>Let’s Do It</i>	<ul style="list-style-type: none"> – Practice ‘<i>Our Fashion Show</i>’ game – Color the chef picture 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using game – Building Knowledge of the related vocabulary

Table 20: The Description of the Final Draft of Unit 5

Stage	Instructions & Descriptions	Function
<i>Listen to What I Say</i>	<ul style="list-style-type: none"> – Listen and say the jobs and public places – Look at the pictures about jobs and public places. – Sing ‘<i>I am a doctor</i>’ song 	<ul style="list-style-type: none"> – Starter: attaining students’ attention and motivation – Introducing the topic of learning, building children’s’ background knowledge of the topic of learning – Building Knowledge of the related vocabulary
<i>Look at What I Do</i>	<ul style="list-style-type: none"> – Listen dan look the ‘<i>Our Fashion Show</i>’ game. 	<ul style="list-style-type: none"> – Listening for information and instruction
<i>Let’s Do It</i>	<ul style="list-style-type: none"> – Practice ‘<i>Our Fashion Show</i>’ game – Color the chef picture 	<ul style="list-style-type: none"> – Building childrens’ skill in instruction, using game – Building Knowledge of the related vocabulary

B. Discussion

Regarding the research findings described in the previous section, some of the findings should be discussed. The first finding of the research study showed that the developed materials fulfilled the requirement of good materials for kindergarten. The developed materials provable to fulfil the goals for the stage that were set up based on the needs analysis results and the Curriculum.

The developed materials were able to build up children understanding about introduce my selves, greeting, number, colour, animals, jobs and fruits. It is proved

by the average points of children agreements toward their learning achievement. Based on the result of the interview and documentation , the materials of English Day Program belong to a “Good” category.

On the basis of gaining more information related to the developed English materials, the interview with the English teachers. From the result of the interview and observation, it can be seen also that the materials/program were relatively acceptable. The information collected from the interviews was their opinion toward the developed tasks and their suggestions to improve the materials. Next, their suggestions were used as the input for the researcher to revise the English materials.

The second finding is related to the characteristics of materials/program which are based on the elements of the materials. The identified characteristics of the good materials were classified into six aspects, i.e., goals, input, activities, teacher roles, student roles, and settings.

The first characteristic is related the goals of the materials. On the basis of the result of interviews with the teacher, she agreed that the goals of English Day Program were developed based on children needs and interest.

CHAPTER V

CONCLUSSIONS, IMPLICATIONS, AND SUGGESTIONS

Chapter five deals with three issues: conclusions, implications and suggestions. Each is presented below.

A. Conclusion

With regard to the discussions of the previous chapters, this study is focused on English Day materials for TK Tumus Asih Yogyakarta. In this study, the material is implemented through the use of teaching media such as pictures, song, flannel, games and alphabet cards. The activities implemented in these materials were group working, pronouncing the words, giving rewards, and doing assessment. Those activities are designed to help the children in understanding English vocabulary.

The implementation of games on the materials runs effectively, children enjoyed learning on group. They helped each other in solving problems during do the activities. Moreover, the use of teaching media such as song, and pictures helped the children in pronouncing and understanding the words correctly.

Some problems were found in the process of implementing English Day materials in this research such as the children' confidence in saying the words, the lack of the teacher's preparations, and the problem in grouping the students. But all of these problems could finally be solved throughout this study. As a result, the process of improving children' with the games can be conducted effectively.

B. Implication

Based on the conclusion, the researcher takes some considerations that are needed to improve the children's ability. Then the researcher can describe the implication of the actions implemented. Below is the description of the implication.

1. The use of games was believed to improve the children' reability. Children can be more familiar with the words they learnt. Besides, the games does not make students bored. It implies that the teacher can use games in the teaching of English because it confers some benefits, namely, improving students' ability, increasing children' involvement, and increasing children' enthusiasm.
2. The use of interesting teaching media was believed to attract the children' attention toward the teaching learning process. The study shows that the use of teaching media like pictures, song, games,and alphabet card can make them easier to undrestand the vocabulary. The use of teaching media is considered to be a good way to help children easier to pronounce the words. It requires that teacher should find and prepare interesting teaching media to keep the children' attention towards the lesson.
3. The use of pair work and group work was believed to improve the children' cooperation in a group. The children could learn together, they could finish the activity without asking several questions to the teacher to solve the problem, besides they could share their minds and help each other.
4. The use of assessment at the end of the lesson was believed to improve the children' understanding. The use of assessment was trained the children to

solve and doing the task. It can be seen by the children' grades before and after the actions.

C. Suggestion

Based on the conclusion and the implication, some suggestions were defined as follows:

1. For the English teachers

The English teachers can implement the materials and some activities in playing the games such as group work, understanding the words, pronouncing the words and doing assessment at the end of the lesson. The English teacher can also use the colorful pictures as the clue in the games. Besides, the English teacher may also give rewards in the teaching of reading in order to make them more enthusiastic.

2. For other researchers

It is necessary to follow up this study in order to find more actions to improve children' ability. It is also possible for other researchers to conduct this study in other schools.

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Appendix A

- Kurikulum



KURIKULUM PENDIDIKAN TAMAN KANAK-KANAK DAN PEDOMAN PENYUSUNAN SILABUS

Dilengkapi :

- **STANDAR KOMPETENSI KEPALA TAMAN KANAK-KANAK (TK)**
- **MODEL PENILAIAN KELAS KURIKULUM TINGKAT SATUAN
PENDIDIKAN TAMAN KANAK-KANAK (TK)**
- **PEDOMAN STANDAR PELAYANAN MINIMAL (SPM)
PENYELENGGARAAN PENDIDIKAN TAMAN KANAK-KANAK (TK)**

**BP. CIPTA JAYA - JAKARTA
2007**

KATA PENGANTAR

Penyempurnaan Kurikulum TK telah diselesaikan sejak tahun 2001 dan dilaksanakan secara bertahap mulai tahun ajaran 2004/2005. Kurikulum dilaksanakan dalam rangka membantu anak didik mengembangkan berbagai potensi baik psikis maupun fisik yang meliputi moral dan nilai-nilai agama, sosial-emosional, kognitif, bahasa, fisik/motorik, kemandirian dan seni untuk siap memasuki pendidikan dasar.

Samping itu dengan diberlakukannya Undang-Undang Republik Indonesia Nomor 22 Tahun 1999 tentang Pemerintahan Daerah dan Peraturan Pemerintah Nomor 25 tahun 1999 tentang Kewenangan Pemerintah dan Kewenangan Propinsi sebagai Daerah Otonom membawa implikasi dalam pengelolaan pendidikan dari yang bersifat sentralistik ke desentralistik. Pergeseran pola sentralisasi ke desentralisasi dalam pengelolaan pendidikan ini merupakan upaya pemberdayaan daerah dan sekolah dalam peningkatan mutu pendidikan secara berkelanjutan, terarah, dan menyeluruh.

Oleh karena itu penyempurnaan kurikulum akan lebih bermakna bila diikuti oleh perubahan pengelolaan kurikulum diarahkan dengan memberdayakan sumber daya yang ada di daerah dan disesuaikan dengan tuntutan kebutuhan, bakat, minat dan kemampuan peserta didik serta keadaan sekolah. Dengan demikian, daerah atau sekolah memiliki cukup kewenangan untuk mengembangkan silabus, model-model pembelajaran dan penilaian proses dan hasil belajar peserta didik.

Buku pedoman ini disusun sebagai alternatif untuk menunjang terlaksananya kurikulum TK dimaksudkan sebagai upaya membantu peningkatan kemampuan profesional guru TK dalam pembelajaran di TK. Sekolah dan guru dapat mengembangkan kurikulum TK sesuai dengan prinsip manajemen berbasis sekolah.

Dengan tersusunnya buku pedoman ini diharapkan dapat membantu tenaga kependidikan, khususnya guru dalam melaksanakan tugas sehari-hari di sekolah.

Jakarta, 2007

a.n. Direktur Jenderal
Pendidikan Dasar dan Menengah
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I. PENDAHULUAN

A. Latar Belakang

Berdasarkan Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 pendidikan diorientasikan, kepada penguasaan kompetensi. Hal itu dimaksudkan untuk memenuhi aspirasi atau jiwa otonomi dalam bidang pendidikan seperti yang dinyatakan dalam Peraturan Pemerintah Nomor 25 Tahun 2000 tentang Otonomi Daerah dan Sistem Desentralisasi. Dalam Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003, pasal 2 dinyatakan bahwa pemerintah pusat memiliki *kewenangan menetapkan* standar kompetensi anak dan warga belajar, pengaturan kurikulum nasional, penilaian hasil belajar secara nasional, pedoman kurikulum, dan standar materi pelajaran pokok. Sementara itu, sesuai dengan prinsip manajemen berbasis sekolah, penyusunan silabus merupakan kewenangan sekolah.

Dilapangan, ditemukan masalah-masalah yang dihadapi oleh guru dalam penyusunan program semester, program mingguan dan program harian. Oleh karena itu, sesuai tugas pokok dan fungsinya dalam melakukan pembinaan sekolah secara teknis, Direktorat Pendidikan TK dan SD memandang perlu untuk menyusun pedoman penyusunan silabus TK. Dengan disusunnya pedoman ini diharapkan pelaksanaan pembelajaran di TK lebih terarah dan lebih efektif dalam mencapai tujuan pembelajaran yang ditetapkan.

B. Pengertian

1. Silabus

Silabus merupakan seperangkat rencana dan pengaturan kegiatan pembelajaran, pengelolaan kelas, dan penilaian hasil belajar. Silabus harus disusun secara sistematis dan berisikan komponen-komponen yang saling berkaitan untuk memenuhi target pencapaian Kompetensi Dasar. Silabus berisi jawaban dari pertanyaan berikut :

- Kompetensi apa yang akan dikembangkan pada anak didik ?
- Bagaimana cara mengembangkan kompetensi tersebut pada diri anak didik?
- Bagaimana cara mengetahui bahwa kompetensi tersebut telah dikuasai anak didik?

Di Taman Kanak-kanak, silabus pembelajaran dituangkan dalam bentuk *perencanaan semester, perencanaan mingguan dan perencanaan harian*.

2. Standar Kompetensi

Standar kompetensi merupakan kemampuan dasar yang harus dimiliki oleh anak didik dalam suatu bidang pengembangan. Standar kompetensi yang diharapkan pada pendidikan TK adalah tercapainya tugas-tugas perkembangan secara optimal sesuai dengan standar yang telah dirumuskan. Aspek-aspek perkembangan yang diharapkan dicapai meliputi aspek moral dan nilai-nilai agama, sosial, emosional, dan kemandirian, berbasis, kognitif, fisik/motorik, dan seni.

3. Kompetensi Dasar

Kompetensi Dasar merupakan pernyataan yang diharapkan dapat diketahui, disikapi dan dilakukan anak didik. Penempatan komponen Kompetensi Dasar dalam program semester sangat penting, hal ini berguna untuk meningkatkan para guru seberapa jauh tuntutan target kompetensi yang harus dicapainya.

4. Hasil Belajar

Hasil Belajar merupakan pernyataan kemampuan anak didik yang diharapkan dalam menguasai sebagian atau seluruh kompetensi yang dimaksud. Hasil belajar juga merupakan hasil kegiatan setelah anak didik mengalami pembelajaran dalam kompetensi tertentu.

5. Indikator

Indikator merupakan Kompetensi Dasar yang lebih spesifik yang dapat dijadikan ukuran untuk menilai ketercapainya hasil pembelajaran. Apabila serangkaian Indikator dalam Kompetensi Dasar sudah dapat dicapai oleh anak didik, berarti target Kompetensi Dasar tersebut telah terpenuhi.

C. Tujuan

Tujuan penyusunan pedoman silabus TK, adalah sebagai berikut :

- Sebagai acuan bagi guru dalam menyusun silabus Taman Kanak-Kanak.
- Sebagai acuan bagi tenaga kependidikan lainnya dalam merencanakan dan melaksanakan pembinaan kepada guru dalam menyusun silabus Taman Kanak-Kanak.

D. Ruang Lingkup

Buku pedoman ini terdiri atas tiga bab dan dilengkapi dengan lampiran-lampiran yang ditata secara sistematis sebagai berikut.

- I. *Pendahuluan* berisi uraian tentang latar belakang, pengetahuan, pengertian, tujuan, dan ruang lingkup.
- II. *Penyusunan Silabus* berisi uraian tentang perencanaan semester, perencanaan mingguan dan perencanaan harian.
- III. *Penutup*.

Lampiran-lampiran berisi uraian contoh program semester kelompok A dan B, contoh SKM model pembelajaran kelompok untuk kelompok A dan B, contoh SKM model pembelajaran berdasarkan minat untuk kelompok A dan B, contoh SKH model pembelajaran kelompok untuk kelompok A dan B, serta contoh SKH model pembelajaran berdasarkan minat untuk kelompok A dan B.

II. PENYUSUNAN SILABUS

A. Perencanaan Semester

Perencanaan semester merupakan program, pembelajaran yang berisi jaringan-jaringan tema yang ditata secara urut dan sistematis, alokasi waktu yang diperlukan untuk setiap jaringan tema, dan sebarannya ke dalam semester 1 dan 2.

Langkah-langkah penyusunan program semester, sebagai berikut :

1. Pelajari dokumen Kurikulum, yakni kerangka dasar dan standar kompetensi.
2. Pilih tema yang dapat mempersatukan kompetensi-kompetensi tersebut untuk setiap kelompok dalam satu semester.

a. Tema

Tema merupakan alat atau wadah untuk mengenalkan berbagai konsep kepada anak didik secara utuh. Dalam pembelajaran, tema diberikan dengan maksud menyatukan isi kurikulum dalam satu kesatuan yang utuh, memperkaya perbendaharaan bahasa anak didik dan membuat pembelajaran lebih bermakna. Penggunaan tema dimaksudkan agar anak mampu mengenal berbagai konsep secara mudah dan jelas.

b. Prinsip pemilihan tema

Pemilihan tema hendaknya memperhatikan prinsip-prinsip sebagai berikut :

- *Kedekatan*, artinya tema hendaknya dipilih mulai dari tema yang terdekat dengan kehidupan anak kepada tema yang semakin jauh dari kehidupan anak.
- *Kesederhanaan*, artinya tema hendaknya dipilih mulai dari tema-tema yang sederhana kepada tema-tema yang lebih rumit bagi anak.
- *Kemenarikan*, artinya tema hendaknya dipilih mulai dari tema-tema yang menarik minat anak kepada tema-tema yang kurang menarik minat anak.
- *Keinsidental*, artinya peristiwa atau kejadian di sekitar anak (sekolah) yang terjadi pada saat pembelajaran berlangsung hendaknya dimasukkan dalam pembelajaran walaupun tidak sesuai dengan tema yang dipilih pada hari itu.

c. Langkah pemilihan tema

- Mengidentifikasi tema yang sesuai dengan hasil belajar dan indikator dalam kurikulum.
- Menata dan mengurutkan tema berdasarkan prinsip-prinsip pemilihan tema.
- Menjabarkan tema ke dalam sub-sub tema agar cakupan tema tidak terlalu luas.
- Memilih sub tema yang sesuai.

Berikut ini disajikan contoh-contoh tema.

Tema Semester 1

No.	Tema	Alokasi Waktu
1.	Diri Sendiri (Aku dan Panca Indera)	3 minggu
2.	Lingkungkanku (Keluargaku, Rumah, dan Sekolah)	4 minggu
3.	Kebutuhanku (Makanan, Minuman, Pakaian, Kesehatan, Kebersihan dan Keamanan)	4 minggu
4.	Binatang	3 minggu
5.	Tanaman	3 minggu
	JUMLAH	17 minggu

Tema Semester 2

No.	Tema	Alokasi Waktu
1.	Rekreasi (Kendaraan, Pesisir, dan Pegunungan)	4 minggu
2.	Pekerjaan	3 minggu
3.	Air, udar, dan api	2 minggu
4.	Alat komunikasi	2 minggu
5.	Tanah ariku (Negaraku, Kehidupan di kota dan didesa)	3 minggu
6.	Alam semesta (Matahari, Bulan, Bintang, Bumi, Langit, dan Gejala Alam).	3 minggu
	JUMLAH	17 minggu

3. Buat "Matrik Hubungan Kompetensi Dasar dengan Tema". Dalam langkah ini yang harus dilakukan adalah memasukkan hasil belajar dan/atau indikator ke dalam jaringan tema.
4. Tetapkan alokasi waktu untuk setiap jaringan tema dengan memperhatikan keluasaan cakupan pembahasan tema dan minggu efektif sekolah.

Contoh program semester dapat dilihat pada lampiran 1a dan 1b.

B. Perencanaan Mingguan.

Pada perencanaan mingguan, guru diharapkan menyusun satuan kegiatan mingguan (SKM). SKM ini berisi kegiatan-kegiatan dalam rangka mencapai indikator yang telah direncanakan dalam mingguan sesuai dengan keluasaan pembahasan tema dan sub tema yang telah direncanakan pada program semester.

1. Langkah menyusun SKM model pembelajaran kelompok

Komponen SKM model pembelajaran kelompok adalah sebagai berikut :

- Tema dan sub tema.
- Alokasi waktu.
- Aspek pengembangan.
- Kegiatan per-aspek pengembangan.

Langkah-langkah penyusunan SKM model pembelajaran kelompok adalah sebagai berikut :

- Memilih tema dan merinci sub tema.
- Memilih indikator yang sesuai tema pada bidang pengembangan dalam program semester.
- Membuat matrik hubungan antara tema dengan indikator.
- Menentukan alokasi waktu untuk setiap SKM.

Contoh SKM model pembelajaran kelompok dapat dilihat pada lampiran 2a dan 2b.

2. Langkah menyusun SKM model pembelajaran berdasarkan minat

Komponen SKM model pembelajaran berdasarkan minat adalah sebagai berikut :

- Tema dan sub tema.
- Alokasi waktu.
- Aspek pengembangan.
- Kegiatan per aspek pengembangan.

Langka-langkah penyusunan SKM model pembelajaran berdasarkan minat adalah sebagai berikut :

- Memilih tema dan merinci sub tema.
- Memilih indikator yang sesuai tema pada bidang pengembangan dalam program semester dan mengelompokkan indikator berdasarkan *area*.
- Membuat matrik hubungan antara tema dengan indikator.
- Menentukan alokasi waktu untuk setiap SKM.

Contoh SKM model pembelajaran berdasarkan minat dapat dilihat pada lampiran 3a dan 3b.

C. Perencanaan Harian

Pada perencanaan harian, guru harus menyusun satuan kegiatan harian (SKH). SKH merupakan penjabaran dari SKM. SKH memuat kegiatan-kegiatan pembelajaran, baik yang dilaksanakan

secara individual, kelompok, maupun klasikal dalam satu hari. SKH terdiri atas *kegiatan awal, kegiatan inti, istirahat, dan kegiatan akhir*.

1. Langkah menyusun SKH model pembelajaran kelompok

Komponen SKH model pembelajaran kelompok sebagai berikut :

- Hari, tanggal, waktu.
- Indikator.
- Kegiatan pembelajaran.
- Alat/sumber belajar.
- Penilaian perkembangan anak didik.

Langkah-langkah penyusunan SKH model pembelajaran kelompok adalah sebagai berikut :

- Memilih indikator yang sesuai dalam SKM untuk dimasukkan ke dalam SKH. Penulisan indikator dalam SKH diberi keterangan *bidang pengembangan*.
- Merumuskan kegiatan yang sesuai untuk mencapai indikator yang dipilih dalam SKH.
- Memilih kegiatan ke dalam kegiatan awal, kegiatan inti, dan kegiatan akhir. Pada kegiatan inti, kegiatan pembelajaran dibagi ke dalam kelompok sesuai program yang direncanakan.
- Memilih metode yang sesuai dengan kegiatan yang dipilih.
- Memilih alat/sumber belajar yang dapat menunjang kegiatan pembelajaran yang akan dilakukan.
- Memilih dan menyusun alat penilaian yang dapat mengukur ketercapaian indikator.

Contoh SKH model pembelajaran kelompok dapat dilihat pada lampiran 4a dan 4b.

2. Langkah menyusun SKH model pembelajaran berdasarkan minat.

Komponen SKH model pembelajaran berdasarkan minat sebagai berikut :

- Hari, tanggal, waktu.
- Indikator
- Kegiatan pembelajaran.
- Alat/sumber belajar
- Penilaian perkembangan anak didik.

Langkah-langkah penyusunan SKH berdasarkan minat sebagai berikut :

- Memilih dan menata kegiatan ke dalam SKH.
- Memilih kegiatan yang dipilih ke dalam kegiatan awal, kegiatan inti, dan kegiatan akhir.

Pada kegiatan inti, kegiatan pembelajaran disesuaikan dengan minat (area) yang akan dilaksanakan.

- Memilih metode yang sesuai dengan kegiatan yang dipilih.
- Memilih alat/sumber belajar yang dapat menunjang kegiatan pembelajaran yang akan dilakukan.
- Memilih dan menyusun alat penilaian yang dapat mengukur ketercapaian hasil belajar atau indikator.

Contoh SKH model pembelajaran, berdasarkan minat dapat dilihat pada lampiran 5a dan 5b.

III. PENUTUP

Pengaturan dan pelaksanaan kurikulum sebagai salah satu bagian penyelenggaraan pendidikan telah didesentralisasikan, terutama dalam pengembangan silabus dan pelaksanaannya yang disesuaikan dengan tuntutan kebutuhan anak didik, keadaan sekolah, dan kondisi daerah. Daerah atau sekolah memiliki kewenangan untuk merancang dan menentukan hal-hal yang akan diajarkan, pengelolaan pengalaman belajar, cara mengajar, dan menilai keberhasilan anak didik dalam kegiatan pembelajaran.

Oleh karena itu pedoman penyusunan silabus ini diperuntukan bagi para pelaksana pendidikan atau pihak-pihak terkait yang berkepentingan, terutama guru TK dalam melaksanakan kegiatan pembelajaran di kelas. Guru TK yang belum memahami cara menyusun silabus, dapat menggunakan pola yang ditawarkan dalam buku ini. Akan tetapi bila guru TK sudah memahami cara menyusun silabus, maka dapat mengembangkan silabus lebih lanjut. Guru TK diharapkan mampu mengembangkan silabus sesuai dengan kompetensinya, karena sebagai guru memiliki tanggung jawab langsung terhadap kemajuan belajar anak didiknya, dan lebih mengenal karakteristik anak didik dan kondisi sekolah serta lingkungannya.

Pengembangan silabus ini dapat dilakukan oleh guru TK, secara perseorangan atau berkelompok melalui kelompok kerja guru (KKG), atau dikoordinasikan oleh Dinas Pendidikan setempat terutama dalam penyusunan program semester dan program mingguan. Akan tetapi dalam penyusunan program harian harus disusun oleh setiap guru TK.

AppendixB

- Children's interview guideline
- Teacher's interview guideline
- Questionnaires

Table 1 : Characteristics of the children of A class

NO	Name	Characteristics		
		Age (Years Old)	Sex	
			Male	Female
1.	Nisa	5		V
2.	Sekar	5		V
3.	Rahma	4		V
4.	Arkana	4	V	
5.	Tio	5	V	
6.	Rohim	5	V	
7.	Tristan	5	V	
8.	Farel	5	V	
9.	Iqbal	3	V	
10.	Ellan	5	V	
11.	Rafa	4	V	
12.	Detya	4	V	
13.	Deva	4	V	
14.	Bella	4		V
15.	Hayu	5		V

Table 2 : Characteristics of the children of B class

NO	Name	Characteristics		
		Age (Years Old)	Sex	
			Male	Female
1.	Wildan	7	V	
2.	Fina	6		V
3.	Rifa	6		V
4.	Wintang	6	V	
5.	David	6	V	
6.	Dani	6	V	
7.	Neza	6		V
8.	Khalif	6	V	
9.	Dina	6		V
10.	Ocha	6		V
11.	Rangga	7	V	
12.	Dika	6	V	
13.	Tian	6	V	
14.	Sendy	6	V	
15.	Riri	6		V
16.	Rena	6		V
17.	Ryan	6	V	

LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini bertujuan untuk mengetahui kesesuaian materi ajar Bahasa Inggris untuk siswa TK Tumas Asih Yogyakarta :

A. Data Responden

Nama :
Umur :
Jenis kelamin :
Pendidikan : a. D3 b. S1 c. S2 d. S3
Pengalaman mengajar : a. 0-2th b. 2-4th c. >4th

B. Isilah tabel berikut dengan memberi tanda (v) pada kotak yang tersedia

SS : Jika anda sangat setuju dengan pernyataan yang ada.

S : Jika anda setuju dengan pernyataan yang ada.

R : Jika anda ragu dengan pernyataan yang ada.

TS : Jika anda tidak setuju dengan pernyataan yang ada

STS: Jika anda sangat tidak setuju dengan pernyataan yang ada.

NO	Pernyataan	SS	S	R	TS	STS
1.	Materi yang dikembangkan sesuai untuk pengenalan Bahasa Inggris untuk Taman Kanak-kanak					
2	Materi yang dikembangkan sesuai dengan kebutuhan siswa					
3	Materi yang dikembangkan sesuai dengan latar belakang usia siswa					
4	Materi yang dikembangkan sesuai dengan course grid					
5	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa					
6	Kegiatan yang ada dalam materi relevan untuk meningkatkan kemampuan Bahasa Inggris siswa					

7	Bahasa yang digunakan dalam materi ini mudah dipahami					
8	Input (gambar, kata, games, lagu) sesuai dengan tingkat kemampuan siswa					
9	Input (gambar, kata, games, lagu) menarik bagi siswa					
10	Input (gambar, kata, games, lagu) yang ada dalam materi memotivasi siswa untuk melakukan semua aktivitas pembelajaran yang ada					
11	Input (gambar, kata, games, lagu) yang ada dalam materi menambah kosakata bagi siswa					
12	Input (gambar, kata, games, lagu) membantu pemahaman siswa					
13	Input (gambar, dialog) dalam materi bervariasi					
14	Aktivitas-aktivitas (yang ada dalam satu unit materi) bervariasi					
15	Aktivitas-aktivitas (yang ada dalam satu unit materi) menarik bagi siswa					
16	Aktivitas-aktivitas (yang ada dalam satu unit materi) membuat siswa lebih siap mempraktekan secara langsung					
17	Aktivitas-aktivitas (yang dikembangkan) melibatkan partisipasi siswa secara langsung					
18	Aktivitas-aktivitas (yang dikembangkan) mencakup ketrampilan dasar (listening dan					

	speaking)					
19	Aktivitas-aktivitas (yang ada dalam satu unit materi) mengaplikasikan pengetahuan Bahasa Inggris					
20	Aktivitas-aktivitas pembelajaran diurutkan dari yang mudah ke yang sulit					
21	Task dalam setiap unit dikembangkan dari comprehension task ke production task					
22	Kegiatan dalam task mendorong siswa untuk berkomunikasi dalam bahasa Inggris					
23	Kegiatan dalam task mencakup beberapa setting dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas)					
24	Kegiatan dalam task yang dikerjakan secara individu dapat melatih siswa untuk belajar mandiri					
25	Dalam pemberian <i>tasks</i> , guru lebih berperan sebagai fasilitator					
26	Dalam pengerjaan <i>task</i> , guru lebih berperan sebagai pembimbing					
27	Instruksi yang digunakan di setiap <i>task</i> dalam materi ini cukup jelas dan mudah dimengerti siswa					
28	Siswa dapat mengerjakan dengan mandiri task yang diberikan					
29	Siswa dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan <i>tasks</i> yang diberikan					

30	Materi tersusun dengan rapi					
31	Tampilan (<i>lay out</i>) materi menarik					
32	Tampilan (<i>lay out</i>) materi tidak rumit dan jelas					
33	Materi ditulis dengan ukuran dan jenis huruf yang menarik dan jelas					

C. Saran dan kritik secara umum terhadap materi yang telah dikembangkan

1. Bagaimana pendapat anda terhadap materi yang telah disusun?

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2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

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3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

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Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

- Sudah baik dan tidak perlu revisi
- Sudah baik tapi masih perlu revisi
- Belum baik dan masih perlu banyak revisi

Teacher's Interview Guideline
(Need Analysis)

1. Bagaimana karakter siswa di dalam dan diluar kelas?
2. Bagaimana kesiapan siswa dalam mengikuti pelajaran?
3. Kegiatan apa yang disukai siswa?
4. Masalah apa yang sering dihadapi ketika mengajar?
5. Menurut Anda (ganti nama), bagaimana kemampuan atau ketrampilan berbahasa Inggris siswa-siswi di TK Tumus Asih selama Anda mengajar disini?
6. Menurut Anda apa yang membuat anak-anak tertarik untuk belajar Bahasa Inggris?
7. Menurut Anda, apakah kegiatan ekstrakurikuler Bahasa Inggris yang dilaksanakan sudah baik dan maksimal untuk meningkatkan kemampuan siswa dalam berbahasa Inggris?
8. Menurut Anda, jika program *An English Day* dijalankan kegiatan dan topik apa saja yang perlu diajarkan?

Children's Interview Guideline
(Need Analysis)

1. Apakah Adik suka belajar Bahasa Inggris?
2. Apakah Adik senang belajar menggunakan gambar?
3. Apakah Adik senang belajar menggunakan cerita?
4. Apakah Adik senang belajar menggunakan film?
5. Apakah Adik suka kalau belajar dengan Ibu guru menggunakan Bahasa Inggris?
6. Apakah Adik senang melakukan aktivitas di kelas memakai Bahasa Inggris?

Teacher's Interview Guideline
(Evaluation)

1. Bagaimana menurut Anda keseluruhan kegiatan hari ini?
2. Bagrhaimana menurut Anda aktivitas yang dilakukan?
3. Apa saja kekurangan dalam kegiatan hari ini?
4. Apa saran Anda terhadap kegiatan hari ini?

Children's Interview Guideline
(Evaluation)

1. Apakah Adik suka dengan kegiatan hari ini?
2. Kegiatan apa yang Adik suka?
3. Kegiatan apa yang Adik tidak suka?
4. Bagaimana dengan materi (lagu, games, film, cerita) yang digunakan?
5. Apakah materi yang disampaikan jelas?
6. Apakah materi yang disampaikan sulit?
7. Apakah Adik bisa mengerjakan semua kegiatan dengan baik?

AppendixC

- Computation Result

The Data of the Respondents

Group of respondents	Name	Educational background	Teaching Experience		
			0-2 years	2-4 years	>4 years
Teacher	Sukastini, S.Pd.aud	GS			v
	Nuryani, S.E, S.Pd.aud	GS			v
English Teacher	Retno Arini, S.Pd.	GS		V	
	Purnamastiti, S.Pd.	GS		V	

Notes

US : means University Student

GS : means Graduate Student

PG : means Post Graduate

The Data of Mean, Median and Mode of the Evaluation

NO	Issues of Statement	N	Central Tendency		
			Mean	Median	Mode
A. Aspek Tujuan Pembelajaran (Goals)		4			
1.	Materi yang dikembangkan sesuai untuk pengenalan Bahasa Inggris untuk Taman Kanak-kanak				
2	Materi yang dikembangkan sesuai dengan kebutuhan siswa				
3	Materi yang dikembangkan sesuai dengan latar belakang usia siswa				
4	Materi yang dikembangkan sesuai dengan course grid				
5	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa				
6	Kegiatan yang ada dalam materi relevan untuk meningkatkan kemampuan Bahasa Inggris siswa				
B. Aspek Inputs					
7	Bahasa yang digunakan dalam materi ini mudah dipahami				
8	Input (gambar, kata, games, lagu) sesuai dengan tingkat kemampuan siswa				
9	Input (gambar, kata, games, lagu) menarik bagi siswa				
10	Input (gambar, kata, games, lagu) yang ada dalam materi memmotivasi siswa untuk melakukan semua				

	aktivitas pembelajaran yang ada				
11	Input (gambar, kata, games, lagu) yang ada dalam materi menambah kosakata bagi siswa				
12	Input (gambar, kata, games, lagu) membantu pemahaman siswa				
13	Input (gambar, dialog) dalam materi bervariasi				
C. Aspek Kegiatan (Activities)					
14	Aktivitas-aktivitas (yang ada dalam satu unit materi) bervariasi				
15	Aktivitas-aktivitas (yang ada dalam satu unit materi) menarik bagi siswa				
16	Aktivitas-aktivitas (yang ada dalam satu unit materi) membuat siswa lebih siap mempraktekan secara langsung				
17	Aktivitas-aktivitas (yang dikembangkan) melibatkan partisipasi siswa secara langsung				
18	Aktivitas-aktivitas (yang dikembangkan) mencakup ketrampilan dasar (listening dan speaking)				
19	Aktivitas-aktivitas (yang ada dalam satu unit materi) mengaplikasikan pengetahuan Bahasa Inggris				
20	Aktivitas-aktivitas pembelajaran diurutkan dari yang mudah ke yang sulit				
21	Task dalam setiap unit dikembangkan dari comprehension task ke				

	production task			
22	Kegiatan dalam task mendorong siswa untuk berkomunikasi dalam bahasa Inggris			
D. Aspek Setting (Settings)				
23	Kegiatan dalam task mencakup beberapa setting dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas)			
24	Kegiatan dalam task yang dikerjakan secara individu dapat melatih siswa untuk belajar mandiri			
E. Aspek Peranan Guru (Teacher Role)				
25	Dalam pemberian <i>tasks</i> , guru lebih berperan sebagai fasilitator			
26	Dalam pengerjaan <i>task</i> , guru lebih berperan sebagai pembimbing			
27	Instruksi yang digunakan di setiap <i>task</i> dalam materi ini cukup jelas dan mudah dimengerti siswa			
F. Aspek Peranan Murid (Learners Role)				
28	Siswa dapat mengerjakan dengan mandiri task yang diberikan			
29	Siswa dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan <i>tasks</i> yang diberikan			
G. Aspek Penyajian (<i>Layout</i>)				
30	Materi tersusun dengan rapi			
31	Tampilan (<i>lay out</i>) materi menarik			

32	Tampilan (<i>lay out</i>) materi tidak rumit dan jelas				
33	Materi ditulis dengan ukuran dan jenis huruf yang menarik dan jelas				

Appendix C

- Computation Result

Appendix D

- Field Notes

Appendix E

- Interview Transcripts

AppendixD

- Interview Transcripts

Needs Analysis Interview Transcripts

T : Teacher

S : Student

R : Researcher

Ss : Students

Interview 1

Day and Date : Wednesday, May 1st, 2013

Time : 10.30 am

Place : Teacher's room

Interview : Mrs. Sukastini (Principal & teacher)

R : Bagaimana karakter siswa di dalam dan di luar kelas bu?

T : Ya, secara umum sama. Mereka semua aktif. Namanya juga anak-anak. Tetapi kalo di dalam kelas lebih bisa diarahkan. Kalo di dalam kelas mereka tidak bergerak bebas. Dan di dalam kelas adalah untuk belajar, dan mereka paham.

R : Jadi kalo di dalam kelas tidak rame bu?

T : Ya tetap rame miss. Cuma lebih mudah dikendalikan. Kalo di luar kelas mereka bermain, berlari-lari bersama-sama. Kalo di dalam kelas kan paling hanya satu kelompok per meja aja miss. Paling ya pada ngobrol sendiri.

R : Gitu ya bu? Kalo kesiapan anak-anak dalam menerima pelajaran gmn bu?

T : InsyaAllah siap miss heheh.. mereka datang ke sekolah sudah rapi sudah sarapan dan membawa alat tulis. Anak-anak juga sudah tidak mencari orang tua mereka, sudah tidak ada yang ditunggu, ya karena mereka sudah kelas B.

R : Kegiatan apa saja yang disukai siswa, bu?

T : Mereka suka kegiatan yang seru dan menyenangkan. Pada dasarnya mereka suka dengan hal-hal yang baru, mereka juga cepat bosan miss, jadi harus pintar-pintar menyiasati. Kalo selama ini, yang paling mereka suka ya bermain. Bermain lilin, bongkar pasang puzzle, menganyam dan lainnya. Mereka juga suka menyanyi, meronce, olahraga, menggambar ya banyak miss.

- R : gitu ya bu... Kalau saat mengajar, apa saja masalah yang sering dihadapi bu?
- T : Kalo selama saya mengajar sih ga ada masalh yang besar. Biasa saja Miss. Paling-paling rebutan mainan trus jadi berantem trus nangis,kadang ada yang ngambek minta pulang. Tapi ya itu Cuma sebentar trus baikan dan maen lagi. Yah gitu-gitu aja namaya juga anak-anak.
- R : Kalo bertengkar ada yang nangis gimana bu?
- T : Ya, kita lerai kita kasih pengertian, itu tidak baik, kita harus saling berbagi trus salaman minta maaf. Mereka berantem Cuma sekarang habis itu lupa dan main lagi.
- R : Sekarang mengenai Bahasa Inggris bu. Bagaimana menurut Ibu kemampuan Bahasa Inggris siswa disini?
- T : ya menurut saya , kemampuan anak-anak sudah bagus.hanya saja tau disini kan kan yang mengajar Bahasa Inggris ya guru kelas bukan kusus guru Bahasa Inggris. Tapai anak-anak sangat senang dikenalkan Bahasa Inngris.
- R : Jadi menurut Ibu anak-anak suka belajar bahasa Inggris?
- T : Iya miss, menurut pengamatan saya anak-anak sangat antusias, seperti yang tadi saya bilang, mereka sua hal baru.
- R : begitu ya bu... menurut Ibu pembelajaran Bahasa Inggris yang sudah ada sekarang , apakah sudah maksimal untuk meningkatkan kemampuan siswa?
- T :Menurut saya secara pribadi, sangat kurang sekali. Yah karena guru kelas hanya mengajarkan sebatas kemampuan aja paling hanya mengenal instruksi dan kosakata yang ada di buku lembar siswa itu lo Miss. Dan pembelajaran bahasa Inggris hanya dilakukan seminggu sekali.
- R : Jadi menurut ibu idelanya gmn?
- T : Mungkin alangkah lebih baik, jika ada buku kusus yang bisa dipakai guru untuk panduan mengajar dan mungkin dari segi waktu bisa kita buat lebih lama, Jadi anak-anak dalam menerima tidak hanya sekilas dan hilang.
- R : Menurut Ibu, dengan program An English Day yang kemarin kita bicarakan bisa membantu tidak?
- T : Saya rasa sangat membentu miss. Kan dengan setting seperti itu anak-anak jadi punya kesempatan lebih lama untuk belajar dan berlatih. Mereka bisa belajar lebih banyak dari biasanya. Ya mungkin nanti awalnya kaget tapi lma-lama pasti akan terbiasa. Apalagi kalo aktivitasnya bermacam macam dan menarik.
- R : Kalau materi yang menarik menurut Ibu apa saja?

T : Kalau materi yang menarik pasti miss elok lebih paham , jadi saya percayakan sama miss Elok aja. Cuma saya sedikit saran aja, kalo bisa berikan materi-materi dasar dulu miss, kayak pengenalan angka, warna, binatang, buah, pekerjaan, transportasi, bagian tubuh pokoknya yang ada di sekitar mereka miss. Soalnya pembelajarn yang sudah merek terima kan hanya sekilas aja jadi sepertinya anak-anak gak nyantel miss.

Interview2#

Day and Date : Wednesday, May 8th, 2013

Time : 10.00 am

Place : in front of the class

Interview : Mrs. Nuryani (Teacher)

R : Bagaimana karakter siswa secara umum bu?

T : Secara umum, baik, sopan, pintar, gak ada yang nakal sekali. Nakalnya wajar-wajar aja miss. Bisa besosialisasi. Mereka saat pelajaran suka berebut menjawab pertanyaan. Mereka aktif kok miss.

R : Kalo kesiapan anak-anak dalam menerima pelajaran gmn bu?

T : anak-anak selalu siap miss, terlihat mereka selalu semangat saat berangkat ke sekolah. Selalu datang lebih awal, hanya bebrapa anak aja yang terlambat.

R : Hebat ya bu... Bu, kegiatan apa saja yang disukai siswa?

T : Kegiatan yang banyak gerak Miss seperti menari, berlari, melompat. Kalo kalo mewarnai dan menggambar banyak yang suka juga tapi kadang suka cepat bosan. Kalo dipukul rata semua, ya gak bisa Miss.

R : Kalau aktivitas bergerak suka sekali ya bu?

T : iya suka sekali miss, lari-lari, lompat.

R : kalo selama mengajar masalah apa yang ibu temui?

T : Apa ya miss? Paling nangis, ribut, berantem tapi ya itulah anak-anak. Jadi kalo saya sudah biasa dan gak masalah.

R : Bagaimana menurut Ibu kemampuan Bahasa Inggris siswa disini?

T : ya gitu miss,kalo dari segi anak-anak mereka mudah menangkap yang dijarkan. Tapi ya karena keterbatasan saya jadi ya anaknya jadi kurang berkembang mungkin ya miss he he he he.

R : Menurut Ibu anak-anak suka belajar bahasa Inggris?

T : suka miss mereka antusias sekali, saat saya ajarkan Bahasa Inggris.

R : Kalo pembelajaran Bahasa Inggris yang sudah ada sekarang , apakah sudah maksimal untuk membantu siswa?

T : Kalau, membantu ya memang, kalau maksimal ya pasti belum, kan Cuma sekali miss seminggu, sekarang belajar besok dah lupa hehhehehe .

R : Gitu ya bu? Biar ga lupa gimana bu?

T : ya harus sering dipraktikkan dan diulang-ulang.

R : Menurut Ibu,jika An English Day dijalankan apakah bisa membantu siswa?

T : Sangat membantu miss. Tapi kami gurunya pun bisa ikut belajar.

R : Kalau materi yang menarik menurut Ibu apa saja?

T : Ya materi yang berkaitan dengan kehidupan sehari-hari dan mudah dipahami miss. Kalo seperti apa saja kegiatan tentu miss Elok yang lebih paham ya kan miss heheheh

Interview 3

Day and Date : Wednesday, May 1st, 2013

Time : 09.00 am

Place : in the class

Interview : Wildan, Wintang, David

R : Hai... Wildan, Wintang, David... miss Elok mau tanya-tanya ni... Boleh ga?

Ss : ya miss... Boleh

R : Apakah Wildan, Wintang dan David suka belajar Bahasa Inggris?

Ss : suka miss (serentak)

R : Suka ga kalo belajar pake gambar?

Ss : Suka

R : Suka ga kalo belajar pake cerita?

Ss : suka

S1 : Miss, aku bisa cerita hantu

R : Wow hantu? Serem dong... kalo cerita tentang binatang , Wildan bisa ga?

S1 : bisa miss

R : ya dah besok kita cerita sama-sama ya? Trus kalo kita belajar sambil nonton film suka ga?

Ss : suka miss, suka ayoo miss

R : besok ya hehehheheh kita nonton sama-sama. Suka ga kalo belajar sma bu Nur pke Bahasa Inggris

Ss : suka

Interview 4

Day and Date : Wednesday, May 8st, 2013

Time : 07.00 am

Place : in front of the class

Interview : Dika

R : Good Morning Dika?

S : Good Morning miss

R : How are you today?

S : I am fine. Thank you, and you?

R : I am fine too

Dika, miss elok mau tanyaboleh ga?

S : Boleh miss

R : Dika suka belajar Bahasa Inggris ga?
 S : suka Miss....
 R : Dika suka belajar pake gambar ga?
 S : suka miss,
 R : kalo belajar pake cerita suka ga?
 S : suka
 R : wah semua suka ya, kalo pake film suka ga?
 S : suka banget miss, apalagi film robot
 T : wahhhh kalo film cartoon suka?
 S : suka juga miss

Evaluation Interview Transcripts

T	: Teacher	S	: Student
R	: Researcher	Ss	: Students

Implementation 1 (Unit 1, *Little Indian*)

Interview 5

Day and Date : Tuesday, May 21st, 2013

Time : 09.00 am

Place : in class

Interview : Vina, Riri, Sandy

R : Vina, Riri, Sandy. Mau maen wartawan-wartawanan ag?
 Ss : mauuuu miss
 R : ya dah sekarang miss Elok jadi wartawan ya? Kalo Miss elok tanya kalian jawab. Are you ready?

Ss : yes... (sambil mengepalkan tangan)

R : Kalian suka ga sama kegiatan hari ini?

Ss : suka banget miss.

S2 : besok miss Elok kesini lagi?

R : iya dong hehehehe

Ss : asikkk

R : kalo Riri kegiatan apa yang paling suka?

R : sssst yang lain diem ya? (S1 dan S3 ingin menjawab)

S2 : pas buat topi dari daun miss

R : kalo Vina?

S1 : suka pas nyayi miss

S2 : aku juga suka nyayi miss

R : kalo Sandy?

S3 : suka pas clonteng-clontengan sama buat rumah-rumahan miss

S1 & S2: iya miss pas ruah-rumahan

R : kalo yang gak suka apa?

S1 : suka semua

S2 :iya enak miss

R : kali sandy apa yang gak suka?

S : mmmm apa ya gak ada miss

R : kalo lagunya gampang ga?

S3 : kecil miss

R : Sandy udah hafal?

S3 : sudah miss

R : kalo Riri sama Vina hafal juga ga?

S1&s3: sudah miss

R : susah ga sih tadi pelajaranya?
Ss : gak miss
R : kalian bisa ngerjain semua yang miss Elok minta tadi?
Ss : bisa dong Miss.

Interview 6

Day and Date : Tuesday, May 21st, 2013
Time : 11.00 am
Place : in class
Interview : Nuryani (teacher)

R : Bagaimana menurut Ibu keseluruhan kegiatan hari ini?
T : sudah bagus miss, semua berjalan sesuai alur yang kita bicarakan kemarin.
R : Bagaimana menurut Ibu aktivitas yang dilakukan?
T : bagus miss, ada kegiatan di dalam kelas, di luar kelas, anak-anak juga tadi tertarik miss.
R : apa kekurangan dalam kegiatan hari ini?
T : apa ya miss, sudah bagus... atau mungkin karena ini kan kita temanya Little Indian, mungkin lain kali kita suruh mereka bawa kostun Indian miss heeehh
R : siap bu terima kasih.

Implementation 2 (Unit 2, *Funny Outbound*)

Interview 7

Day and Date : Wednesday, May 22nd, 2013
Time : 10.00 am
Place : in class
Interview : Rangga, Wildan, Wintang

R : Ranga, Wildan, Wintang. Miss elok mau tanya boleh?

Ss : boleh

R : Kalian suka ga sama kegiatan hari ini?

Ss : suka miss.

R : Kegiatan apa yang paling suka

Ss : nangkep ikan miss (serentak)

R : wow kompak ya

R : kalo yang gak suka apa?

S1 : suka semua

S2 :iya miss, besok nyebur kolam kali ya

S3 : iya miss.

R : kalo permainan Mr . crocodile gmn?

Ss : suka

R : kalian udah hafal lagu dan bisa nyebutin warna pake bahasa Inggris ga?

Ss : bisa

R : bener?? Besok miss elok pentasin ya

Ss : asikk

Interview 8

Day and Date : Wednesday, May 22nd, 2013

Time : 11.00 am

Place : in class

Interview : Nuryani (teacher)

R : Bagaimana menurut Ibu keseluruhan kegiatan hari ini?

T : luar biasa miss, anak-anak senang banget miss.

R : Bagaimana menurut Ibu aktivitas yang dilakukan?

T : bagus miss, anak-anak antusias sekali kan miss kalo kegiatan di luar apalagi berhubungan dengan gerak ada airnya lagi.

R : apa kekurangan dalam kegiatan hari ini?

T : gak ada miss sudah bagus.

R : siap bu terima kasih.

Implementation 3 (Unit 2, *The Greedy Lion*)

Interview 11

Day and Date : Tuesday, May 23th, 2013

Time : 10.00 am

Place : in class

Interview : Neza, Ocha, Rifa

R : Neza, Ocha, Rifa. Miss elok mau tanya boleh?

Ss : boleh

R : Kalian suka ga sama kegiatan hari ini?

Ss : suka miss.

R : Kegiatan apa yang paling suka

S3 : pas jadi suster miss

S1 : kalo aku pas jadi polisi

S2 : kalo aku pas jadi dokter

R : wow makanya belajar yang rajin ya biar bisa jadi dokter polisi atau suster.

Ss : ya miss

R : kalo yang gak suka apa?

S1 : aku ga mau jadi tentara

S3&S1 : aku mau ya

T : hahahahhaah

R : kalo lagu I am doctor susah ga?

S1 : susah miss.

S2 : gak ya...

S3 : iya gampang kok.

R : ya ya ya ayo salaman ga usah brantem ya

R : makasih

Interview 12

Day and Date : Thursday, May 23th, 2013

Time : 11.00 am

Place : in class

Interview : Nuryani (teacher)

R : Bagaimana menurut Ibu keseluruhan kegiatan hari ini?

T : bagus miss, semua dapat di handle dengan baik, meski tadi ada sedikit trouble ya miss sama koneksinya

R : iya bu heheh Bagaimana menurut Ibu aktivitas yang dilakukan?

T : bagus miss, ini adalah hal yang baru buat anak-anak. Maklumlah keterbatasan sekolah heheheh. Anak-anak senang sekali.

R : apa kekurangan dalam kegiatan hari ini?

T : ga ada miss, Cuma saran aja filimnya dibaut lebih banyak ya dan klo bisa saya minta buat sekolah heheheh

R : siap bu terima kasih.

Implementation 4 (Unit 2, *Fashian show*)

Interview 13

Day and Date : Friday, May 24th, 2013

Time : 10.00 am

Place : in class

Interview : Neza, Ocha, Rifa

R : Neza, Ocha, Rifa. Miss elok mau tanya boleh?

Ss : boleh

R : Kalian suka ga sama kegiatan hari ini?

Ss : suka miss.

R : Kegiatan apa yang paling suka

S3 : pas jadi suster miss

S1 : kalo aku pas jadi polisi

S2 : kalo aku pas jadi dokter

R : wow makanya belajar yang rajin ya biar bisa jadi dokter polisi atau suster.

Ss : ya miss

R : kalo yang gak suka apa?

S1 : aku ga mau jadi tentara

S3&S1 : aku mau ya

T : hahahahhaah

R : kalo lagu I am doctor susah ga?

S1 : susah miss.

S2 : gak ya...

S3 : iya gampang kok.

R : ya ya ya ayo salaman ga usah brantem ya

R : makasih

Interview 14

Day and Date : Friday, May 24th, 2013

Time : 11.00 am

Place : in class

Interview : Nuryani (teacher)

R : Bagaimana menurut Ibu keseluruhan kegiatan hari ini?

T : bagus miss, semua dapat di handle dengan baik, anak-anak juga mau nurut dan gantian pake kostum..

R : Bagaimana menurut Ibu aktivitas yang dilakukan?

T : sangat menari miss, rasa percaya diri anak-anak klo seperti ini jadi terlatih. Yang pemalu jadi berani.

R : apa kekurangan dalam kegiatan hari ini?

T : sewa kostumnya kurang mis heheheheheh besok yang banyak ya

R : siap bu terima kasih.

Implementation 5 (Unit 5, *Miss Chef makes a Fruit Salad*)

Interview 15

Day and Date : Monday, May 27th, 2013

Time : 09.00 am

Place : in class

Interview : Dina, Khalif, Dina

R : Dina, Khalif, Dina. Miss elok mau tanya boleh?

Ss : boleh

R : Kalian suka ga sama kegiatan hari ini?

Ss : suka miss.

R : Kegiatan apa yang paling suka

S3 : pas buat fruit salad miss

S1&S2 : iya miss

R : kalo yang gak suka apa?

Ss : suka semua

T : hahahahhaah

R : kalo lagu Watermelon sudah hafal semua? Susah ga?

S1 : gampang miss

S2 : aku dah hafal

S3 : aku juga

R : makasih

Interview 16

Day and Date : Monday, May 27th, 2013

Time : 11.00 am

Place : in class

Interview : Nuryani (teacher)

R : Bagaimana menurut Ibu keseluruhan kegiatan hari ini?

T : menarik miss, semua berjalan sesuai dengan alurnya

R : Bagaimana menurut Ibu aktivitas yang dilakukan?

T : menarik miss, anak-anak belajar bersosialisai dengan orang luar(chef). Bagus miss

R : apa kekurangan dalam kegiatan hari ini?

T : sudah bagus kok miss

R : siap bu terima kasih.

AppendixE

- Course Grid

The Course Grid of an English Day program in TK Tumus Asih Yogyakarta in the academic year of 2012/2013

Unit	Aim	Indikator	Learning Materials				Media & learning resaurces	Learning Activities
			Vocabulary	Expression	Classroom Instruction	Grammar		
I Little Indian	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	The chlidren are able to practice their listening-speaking-writing skills during the activities	Telling number : one, two, three, four..... Leaf, black, home, hat	Greeting <ul style="list-style-type: none"> • Good Moring • How are you today? • I am fine. Thank you and you Introducing my self <ul style="list-style-type: none"> • Hello friends • My name is 	<ul style="list-style-type: none"> • Let's say a prayer • Pray do • Let's sing a song • Let's play the game • Let's make a circle 	Asking for information	<ul style="list-style-type: none"> • <i>'Ten Little India Boys'</i> song • <i>'Good Morning'</i> song 	A. Listen to what I Say <ul style="list-style-type: none"> • Greeting to the children • Introducing the expressions of greeting to the children • Practicing the expressions • Telling a number to the children by showing pictures • Siinging <i>'Good Morning'</i> song • Singing <i>'Ten Little Indian Boys'</i> B. Look at what I do <ul style="list-style-type: none"> • Looking <i>'Hello'</i> game • Looking <i>'We are little Indian'</i> game C. Let's Do It <ul style="list-style-type: none"> • Playing <i>'Hello'</i> game • Playing <i>'We are little Indian'</i> game

The Course Grid of an English Day program in TK Tumus Asih Yogyakarta in the academic year of 2012/2013

Unit	Aim	Indikator	Learning Materials				Media & learning resources	Learning Activities
			Vocabulary	Expression	Classroom Instruction	Grammar		
II Funny Outbound	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	The children are able to practice their listening-speaking-writing skills during the activities	Red, yellow, blue, green..... Crocodile, water, river....	<ul style="list-style-type: none"> • Please, Mr. Crocodile, can we cross the river? • Only if you bring (red) • Make a line • Catch the fish • Let's count together 	<ul style="list-style-type: none"> • Let's say a prayer • Pray do • Let's sing a song • Let's play the game 	Asking permission	<ul style="list-style-type: none"> • 'Red Yellow Blue and Green' song 	<p>A. Listen to what I say</p> <ul style="list-style-type: none"> • Greeting to the children • Introducing the expressions of greeting to the children • Practicing the expressions • Identifying the colors and drilling it to the children • Singing 'Red Yellow Blue and Green' song <p>B. Look at what I do</p> <ul style="list-style-type: none"> • Looking 'Please Mr. Crocodile' game • Looking 'Water Marathon' game • Looking 'Catch the Fish' game <p>C. Let's Do It</p> <ul style="list-style-type: none"> • Playing 'Please Mr. Crocodile' game • Playing 'Water Marathon' game • Playing 'Catch the Fish' game

The Course Grid of an English Day program in TK Tumus Asih Yogyakarta in the academic year of 2012/2013

Unit	Aim	Indikator	Learning Materials				Media & learning resources	Learning Activities
			Vocabulary	Expression	Classroom Instruction	Grammar		
III The Greedy Lion	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	The children are able to practice their listening-speaking-writing skills during the activities	Lion, rabbit, deer Hungry, angry, tired	I like a rabbit Please don't say..	<ul style="list-style-type: none"> Let's say a prayer Pray do Let's sing a song Listen to me Attention, please 	Like Something Polite request	Internet Video's Greedy Lion <i>Lion lion's song</i>	A. Listen to what I say <ul style="list-style-type: none"> Greeting to the children Introducing the expressions of greeting to the children Practicing the expressions Identifying the animals and drilling it to the children Singing 'Lion-lion' song B. Look at what I do <ul style="list-style-type: none"> Looking The Greedy Lion's video C. Let's Do It <ul style="list-style-type: none"> Playing <i>The greedy Lion's mini drama</i> Coloring the picture

The Course Grid of an English Day program in TK Tumus Asih Yogyakarta in the academic year of 2012/2013

Unit	Aim	Indikator	Learning Materials				Media & learning resaources	Learning Activities
			Vocabulary	Expression	Classroom Instruction	Grammar		
IV Fashion Show	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	The chlidren are able to practice their listening-speaking-writing skills during the activities	Doctor, nurse, policeman, pilot..... Hospital, school, post office catwalk	<ul style="list-style-type: none"> • Sit down please • Stand up please • Hello... I am a doctor • I work in hospital 	<ul style="list-style-type: none"> • Let's say a prayer • Pray do • Let's sing a song • Let's paly the game • Sit down please • Stand up please 	Asking someone for something Asking for information	<ul style="list-style-type: none"> • <i>'I am a doctor'</i> song • <i>'Good Morning'</i> song 	<p>A. Listen to what I say</p> <ul style="list-style-type: none"> • Greeting to the children • Introducing the expressions of greeting to the children • Practicing the expressions • Identifying the jobs and drilling it to the children • Siinging <i>'I am a doctor 'song</i> <p>B. Look at what I do</p> <ul style="list-style-type: none"> • Looking <i>'Our Fashion show'</i> game <p>C. Let's Do It</p> <ul style="list-style-type: none"> • Playing <i>'Our Fashion show'</i> game

The Course Grid of an English Day program in TK Tumus Asih Yogyakarta in the academic year of 2012/2013

Unit	Aim	Indikator	Learning Materials				Media & learning resources	Learning Activities
			Vocabulary	Expression	Classroom Instruction	Grammar		
V Miss Chef Makes a Fruit Salad	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	The children are able to practice their listening-speaking-writing skills during the activities	Pineapple, watermelon, banana, orange, starfruits Bowl, knife, chef, spoon, plate, fork	I like an apple I like banana	<ul style="list-style-type: none"> Let's say a prayer Pray do Let's sing a song Let's play the game Cut the fruits Mix the fruits Wash your hand 	Like something	<ul style="list-style-type: none"> Miss chef 	<p>A. Listen to what I say</p> <ul style="list-style-type: none"> Greeting to the children Introducing the expressions of greeting to the children Practicing the expressions Identifying the jobs and drilling it to the children Singing 'Watermelon' song <p>B. Look at what I do</p> <ul style="list-style-type: none"> Looking 'Hello' game Looking 'We are little Indian' game <p>C. Let's Do It</p> <ul style="list-style-type: none"> Playing 'Hello' game Playing 'We are little Indian' game

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AppendixF

- First Draft



LITTLE INDIAN

LITTLE INDIAN

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her!
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!)





LITTLE INDIAN



2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru).

GOOD MORNING

Good Morning To You
Good Morning To Me
Good Morning Everybody
How Are You ? I am fine

Ten Little Indian Boys

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys



B. Look at What I Do

3. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini)

TITLE	Hello game
GAME TYPE	Movement game
AIMS	Language : Names ; basic introducing and greeting
AGE	4 +
GROUP SIZE	6--15
TIME	10 minutes
MATERIALS	A drum , wistle, or other noise-maker ; soft ball (Follow-up 1)
PROCEDURE	<p>1. All the children sit on their chair in a circle. You are in the middle (Semua anak duduk di kursi membentuk lingkaran. Anda duduk di tengah)</p> <p>2. Go up to a child, shake hands and say ' Hello'.. 'My name is..... (Datangi seorang anak, jabat tangannya, dan ucapkan "Halo" .."Nama saya.....")</p> <p>3. You and the child now introduce yourselves and the child to others. Then they stand up and introduce themselves to other children. (Sekarang perkenalkan namamu dan anak yang sudah ditunjuk tadi kepada anak yang lain. Lalu suruh mereka untuk berdiri dan memperkenalkan diri satu sama lain)</p> <p>4. When all the children are up and moving about , make a noise with your drum or wistle. You and the children must run and find a seat . There will be one seat too few. (Setelah semua anak berdiri dan menyebar, buatlah suara dengan drum atau peluit. Guru dan anak-anak harus berlari dan menemukan tempat duduk. Nanti akan ada satu kursi yang kurang)</p> <p>5.The child who does not find a seat goes to the middle and starts the game again. You sit on a seat like the other children. (Anak yang tidak mendapatkan kursi berdiri di tengah dan memulai game lagi. Guru duduk di kursi seperti anak yang lain)</p>
FOLLOW-UP 1	<p>After they have introduced themselves, the children sit in a circle and one throws a soft ball to another, who has to say <i>Hello, I'm</i> (Setelah mereka memperkenalkan diri masing-masing, anak-anak membentuk lingkaran dan melemparkan bola ke satu sama lain, dan yang menangkap harus mengatakan <i>Hello, I'm.....</i>)</p>
FOLLOW-UP 2	<p>Child 1 throws the ball to child 2, calling out child 2's name. Child 2 says <i>Hello...., how are you ?</i> They then change places. (Anak pertama melempar bola kepada anak kedua, memanggil nama anak kedua. Anak kedua berkata <i>hello.... How are you?</i> Lalu bertukar tempat)</p>



LITTLE INDIAN

VARIATION 1	In addition to <i>Hello</i> , you can choose <i>good morning</i> or <i>good afternoon</i> . (Selain Hello, guru bisa memilih good morning atau good afternoon)
VARIATION 2	In addition to <i>My name is</i> Use <i>I'm</i> (Selain <i>My name is.....</i> gunakan <i>I'm...</i>)
VARIATION 3	The children have to answer <i>It's nice to meet you</i> or <i>My pleasure</i> . After each round, the child in the middle can introduce new phrases : for example, <i>I'm six years old</i> or <i>I live in Yogyakarta</i> . (Anak-anak harus menjawabnya dengan <i>it's nice to meet you</i> atau <i>My pleasure</i> . Setelah masing-masing ronde, anak yang ditengah dapat memperkenalkan phrase baru seperti <i>I'm six years old</i> atau <i>I live in Yogyakarta</i>)

4. Listen to your teacher and look at the activity procedures below!
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini!)

TITLLE	We are Little Indian
GAME TYPE	Adventure
AIM	Language : number, instruction, greeting,
AGE	4+
GROUP SIZE	15
TIME	20 minutes
MATERIAL	Leaves, cloth, chair, table, white eye shadow, black eye shadow (daun , kain, kursi, meja, eye shadow putih dan hitam)
PREPARATION	
PROCEDURE	<ol style="list-style-type: none"> 1. Explain to the children that we will have an adventure like little Indians (Jelaskan kepada anak-anak , kita akan berpetualang layaknya menjadi little Indian) 2. Sign their face with white eye shadow and black eye shadow like little Indians. (Tandai wajah mereka dengan eye shadow putih dan hitam layaknya seperti little Indians) 3. Ask the children to make a line and walk to the school yard to find leaves (Ajak anak-anak berbaris dan berjala-jalan ke halaman sekolah sambil mencari daun) 4. Ask the children to sit and make little Indians hats with leaves that they gathered already (Ajak anak-anak duduk dan membuat topi little Indian



LITTLE INDIAN

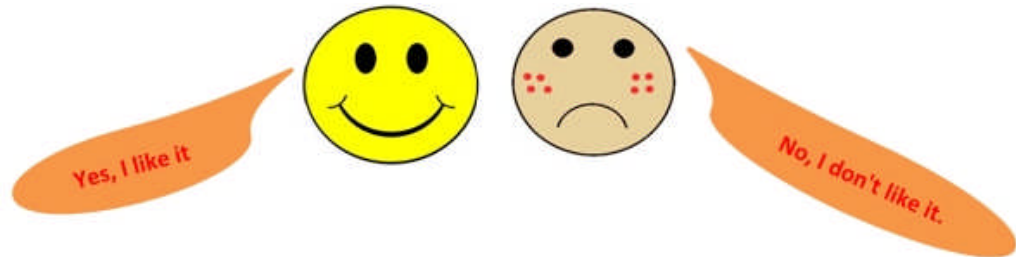
	<p>dengan daun yang mereka kumpulkan)</p> <ol style="list-style-type: none">The children make the Indian hats from the leaves by folding the leaves into two and stick on together. (Anak-anak membuat topi Indian dari daun dengan cara melipat daun menjadi dua dan merekatkannya)Explain to the children that the first mission is to finish(make a little Indian's hats) and they back to class to continue the second adventure. {Jelaskan kepada anak – anak bahwa misi pertama selesai (membuat topi little indian) dan mengajak masuk kelas melanjutkan petualangan kedua}Explain to the children that little Indians live in huts and the second adventure is making little Indians' huts. (Jelaskan kepada anak – anak bahwa little indian tinggal di gubuk – gubuk , dan petualangan kedua adalah membuat rumah little indian)Explain to the children how to make the little Indians huts, with a chair and a desk as the cantilever and cover it with cloth (Jelaskan kepada anak- anak bagaimana membuat rumah little Indian, yaitu dengan mengambil kursi dan meja sebagai penyangga dan menutupinya dengan kain.)Ask the children to introduce themselves as little Indians and sing together (Ajak anak-anak berkenalan sebagai little indian dan bernyanyi bersama)
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LITTLE INDIAN

C. Let's Do it

5. Now do the activity based on the procedures above.
(Sekarang lakukan kegiatan sesuai prosedur di atas.)
6. Do you like today's activity ?
(Apakah kamu menyukai kegiatan hari ini?)



7. In the end of the class, sing this song with your friends and teacher
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Ten Little Indian Boys

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys

Good Bye

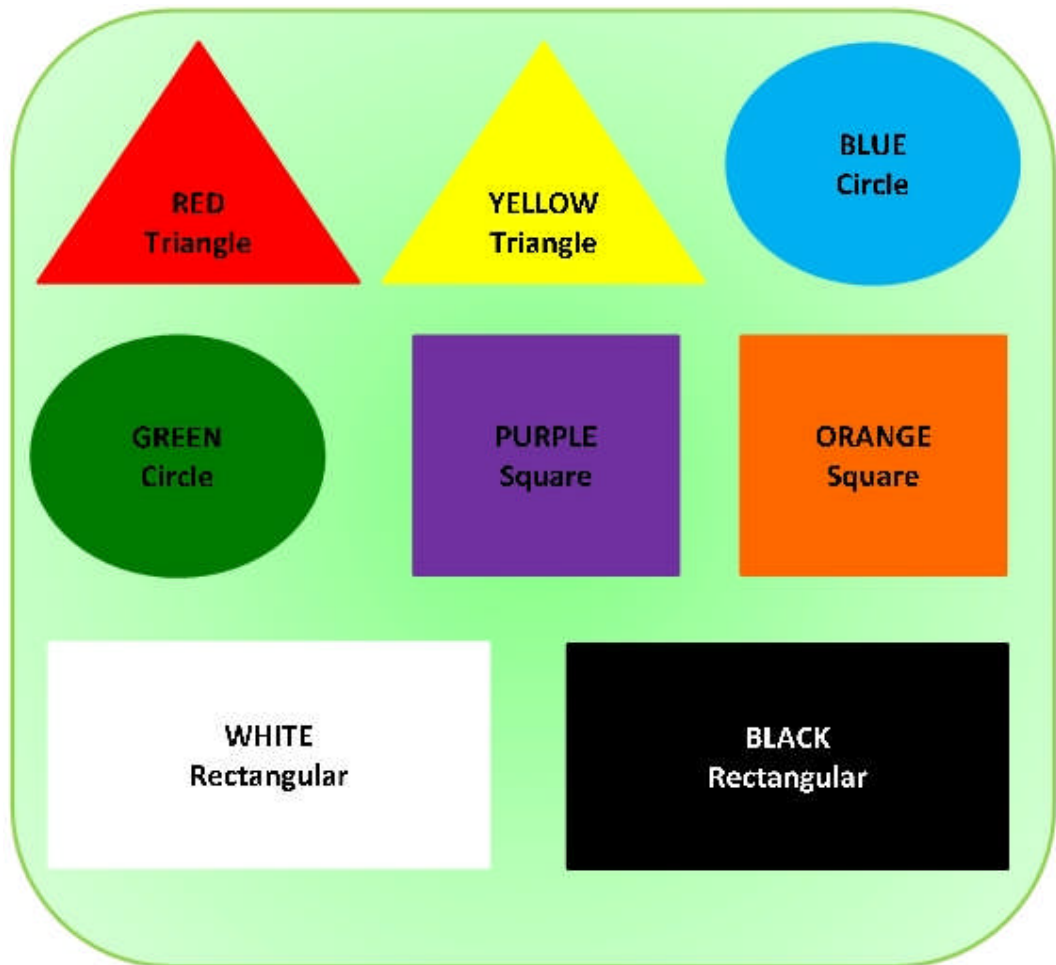
Good bye.... good bye... and see you again
Good bye and see you again
Good bye.... good bye... and see you again
Good bye and see you again

FUNNY OUT BOND

FUNNY OUT BOND

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her.
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!)



2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru)

Red Yellow Blue and Green

Red Yellow Blue and Green

Red Yellow Blue and Green

Purple orange and White

What Colour is it?

Blue blue blue blue it's blue

FUNNY OUT BOND

B. Look at What I Do

3. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini!)

TITLE	Please, Mr. Crocodile
GAME TYPE	Movement
AIM	Language : to listen for colours, asking permission
AGE	all
GROUP SIZE	15+
TIME	10 minutes
MATERIAL	A large piece of blue material (bed sheet) or blue paper to act as water, or two long skipping ropes to define the banks of the river (Material berwarna biru yang lebar (sprei kasur) atau kertas berwarna biru untuk dijadikan air atau dua tali untuk lompat tali yang panjang untuk memberikan aksan seperti batas pada sungai)
PREPARATION	Clear an area in the classroom and place the ‘water’ and or the ‘river’ banks’ on the floor in the middle. (Kosongkan kelas dari barang-barang dan letakkan ‘air’ dan atau ‘batas sungai’ di tengah lantai)
PROCEDURE	<ol style="list-style-type: none"> 1. Pre- teach the question : Please, Mr Crocodile, can we cross the river? Explain that the crocodile only likes certain colours and he will only let you cross his river if you bring that colour (Ajarkan tentang pertanyaan : Please, Mr Crocodile, can we cross the river? Jelaskan tentang buaya yang hanya menyukai berbagai warna dan ia hanya akan membiarkan anak menyeberang sungai jika anak membawa warna tersebut) 2. You are the crocodile first. Stand in the middle of the river. Say : I’am a crocodile and I like to eat children. Make snapping noises and look fierce. Elicit the question : Please Mr. Crocodile can we cross the river? (Guru yang pertama menjadi buaya. Berdirilah di tengah sungai. Katakan : I am a crocodile and I like to eat children. Buatlah suara gertakan dan tunjukkan wajah galak. Keluarkan pertanyaan : Please Mr. Crocodile can we cross the river?) 3. Choose a colour that one of the children brings and say : Only if you bring (red). Those that bring that colour can cross safe. When they have crossed, the

FUNNY OUT BOND

	<p>other try to accroos while you try to catch them. Any children were catch , they join you as a crocodile.</p> <p>(Pilih satu warna yang dibawa oleh anak-anak dan katakan : Only if you bring (red) Mereka yang memiliki warna tersebut boleh menyeberang sungai dengan selamat. Ketika mereka menyeberang, yang lain harus mencoba untuk menyeberang sedangkan guru mencoba untuk menangkap mereka. Jika ada anak yang tertangkap maka mereka bergabung dengan guru menjadi buaya.</p> <p>4. Continue this procedure. When you feel the children are confident enough, one of them could give the instruction.</p> <p>(Lanjutkan prosedur ini. Jika guru merasa bahwa anak-anak sudah cukup percaya diri, salah satu dari mereka dapat memberikan instruksi)</p>
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4. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini!)

TITLLE	Water Marathon
GAME TYPE	Movement
AIM	Language : to listen for colours,
AGE	all
GROUP SIZE	15+
TIME	10 minutes
MATERIAL	Water, essence , glass, bottle Air, pewarna makanan, gelas, botol
PREPARATION	Clear an area in the school yard, clear area for three groups (Kosongkan halaman sekolah untuk membuat tiga kelompok)
PROCEDURE	<ol style="list-style-type: none"> 1. Divide the children into three groups. The groups are according to the game Please Mr. Crocodile. (Bagi anak-anak menjadi 3 kelompok, pembagian kelompok berdasarkan permainan please Mr. Crocodile)

FUNNY OUT BOND

	<ol style="list-style-type: none"> Explain to the children that this is a group game to transfer water according to the color which is mentioned by the teacher (Jelaskan kepada anak-anak ini adalah perlombaan grup memindahkan air sesuai warna yang disebutkan oleh guru) The children make a line according to the group (Anak- anak berbaris sesuai grupnya berbanjar) The teacher describe a color and the children will take water according to the color and distribute it to the group, the last children put the water inside the bottle. (Guru menyebutkan salah satu warna dan anak-anak mengambil air sesuai warna dan di bagikan sesuai kelompok, anak yang paling akhir memasukkan air di botol yang tersedia) In 5 minutes, the one which is completely filled with water with the right color is the winner. (Dalam waktu 5 menit botol yang isinya paling banyak dan warnanya tepat dialah grup yang menang)
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5. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini!)

TITLE	Catch the fish
GAME TYPE	Movement
AIM	Language : listen to the animal, the number, and colour
AGE	all
GROUP SIZE	15+
TIME	10 minutes
MATERIAL	Small pool, fish , water. (Kolam kecil , ikan, air)
PREPARATION	Clear an area in the school yard, clear area for small pool Kosongkan halaman sekolah untuk kolam kecil
PROCEDURE	<ol style="list-style-type: none"> Divide the children into 3 groups, the group is divided according to the game Please Mr. Crocodile

FUNNY OUT BOND

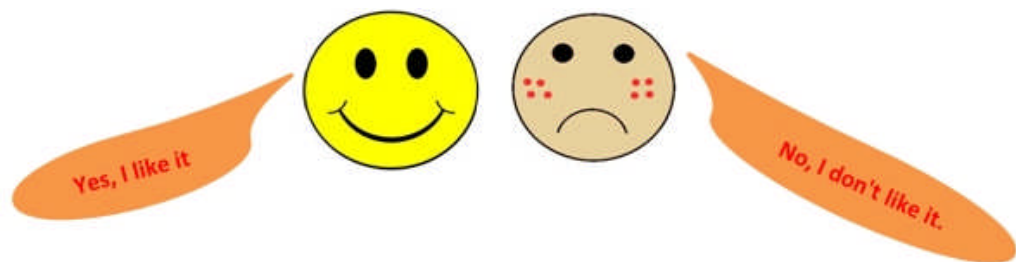
	<p>(Bagi anak – anak menjadi 3 kelompok, pembagian kelompok berdasarkan permainan please Mr. Crocodile)</p> <ol style="list-style-type: none">2. Explain to the children that this game is a group game to catch the fish. (Jelaskan kepada anak-anak ini adalah perlombaan grup menangkap ikan)3. The children spread to catch the fish but anyone who succeed to catch has to put it in their group (Anak- anak menyebar menangkap ikan, namun siapapun yang dapat harus dikumpulkan di tempat grupnya)4. After 10 minutes, the children will count the fish in their groups and mention the color. (Setelah 10 menit anak-anak menghitung ikan di grup masing-masing dan menyebutkan warna ikan)5. The group which has the most fish is the winner. (Grup yang paling banyak mengumpulkan ikan dialah yang menang) <p>.</p>
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FUNNY OUT BOND

C. Let's Do it

6. Now do the activity based on the procedures above!
(Sekarang lakukan kegiatan sesuai prosedur di atas!)

7. Do you like today's activity ?
(Apakah kamu menyukai kegiatan hari ini?)



8. In the end of the class, sing this song with your friends and teacher
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru)

Red Yellow Blue ang Green

Red Yellow Blue ang Green

Red Yellow Blue ang Green

Purple orange and White

What Colour is it?

Blue blue blue blue it's blue

Good Bye

Good bye.... good bye... and see you again

Good bye and see you again

Good bye.... good bye... and see you again

Good bye and see you again



THE GREEDY LION

THE GREEDY LION

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her!
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!)



2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Lion

Lion lion I love u
please don't say roar roar
I will feed you, I will feed
you please don't say roar roar



THE GREEDY LION

One Two Three

One two three four five six seven eight nine ten
One two three four five six seven eight nine ten

3. Look at the video below! Listen to your teacher and repeat after her!
(Lihat video di bawah ini! Dengarkan dan tirukan gurumu!)





THE GREEDY LION

B. Look at What I Do

4. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini).

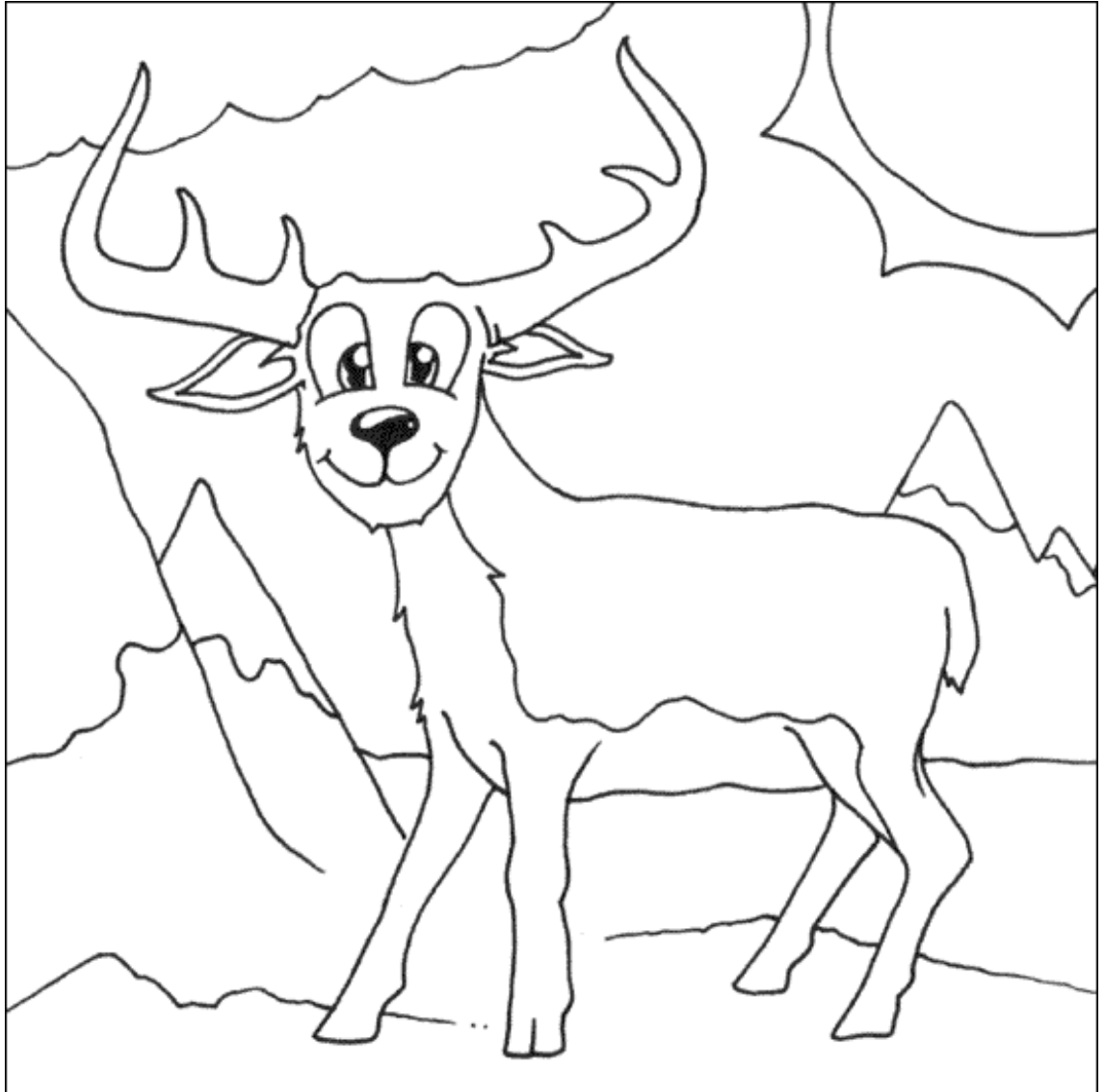
TITLE	Mini Drama The Greedy Lion
GAME TYPE	Movement
AIM	Language : to listen animals
AGE	4 +
GROUP SIZE	3 per grup
TIME	5 minutes
MATERIAL	Mini stage, lion's hat, rabbit's hat, deer's hat Panggung kecil, topi singa, topi kelinci dan topi rusa
PREPARATION	Clear an area in the classroom and prepare the mini stage (menyiapkan panggung kecil di kelas)
PROCEDURE	<ol style="list-style-type: none"> 1. Pre- teach the question : (Tanyakan kembali isi cerita video the greedy lion kepada anak-anak.) 2. The teacher asks whether they could play the scene in the greedy lion or not? (Guru menanyakan apakah mereka bisa memainkan adegan the greedy lion?) 3. The teacher chooses one of the children to be the lion, one child to be the rabbit, and one children to be the deer. (Guru menunjuk satu anak menjadi lion, satu anak menjadi rabbit dan satu anak menjadi deer.) 4. First, the teacher gives the instruction and becomes the narrator, after the children feel confident they can be the narrator and give the instruction. (Pertama guru yang memberi instruksi dan menjadi narator, setelah anak-anak percaya diri mereka yang menjadi narator dan memberi perintah.) 5. Continue this procedure. When the teacher feels the children are confident enough, one of them could give the instruction. (Ulangi kembali jika guru merasa anak-anak sudah percaya diri, salah satu dari anak-anak dapat memberikan perintah.)



THE GREEDY LION

C. Let's Do it

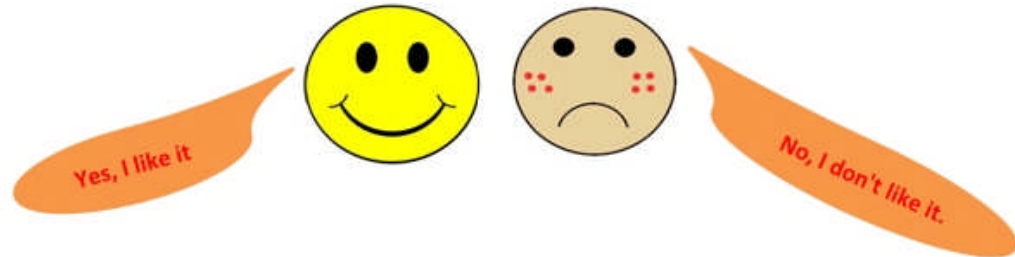
5. Now do the activity based on the procedures above!
(Sekarang lakukan kegiatan sesuai prosedur di atas!)
6. Please color this picture!
(Warnai gambar di bawah ini)





THE GREEDY LION

7. Do you like today's activity?
(Apakah kamu menyukai kegiatan hari ini?)



8. In the end of the class, sing this song with your friends and teacher.
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Good Bye

Good bye.... good bye... and see you again
Good bye and see you again
Good bye.... good bye... and see you again
Good bye and see you again

FASHION SHOW

FASHION SHOW

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her!
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!).



Hello
I am a baker

I work at a bakery



Hello
I am a chef

I work at a restaurant



Hello
I am a doctor

I work at a hospital



FASHION SHOW



Hello
I am a nurse

I work at a hospital



Hello
I am a postman

I work at a post office



Hello
I am a teacher

I work at a school



2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru.)

I am a doctor

I am a doctor
I am a teacher
I am a baker
I am a nurse

FASHION SHOW

B. Look at What I Do

3. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini).

TITLE	Our Fashion Show
GAME TYPE	Movement
AIM	Language : job (doctor , chef, teacher, nurse, policeman , postman)
AGE	4+
GROUP SIZE	10
TIME	15 minutes
MATERIAL	Catwalk, costume (job), music
PREPARATION	Preparing a long carpet as a catwalk, preparing costumes, preparing music (Mempersiapkan karpet memanjang sebagai catwalk, mempersiapkan kostum-kostum, mempersiapkan musik)
PROCEDURE	<ol style="list-style-type: none">1. Giving the children the costume (Memberikan kostum pada masing-masing anak)2. Explaining to the children “ What are they ? “According to the costume that they wear. (Menjelaskan kepada anak, menjadi apa mereka ? sesuai dengan pakaian yang dikenakan)3. When the teacher mention the job, the children go to the catwalk like a model) (Saat guru menyebutkan profesinya, anak menuju catwalk sebagai model)

FASHION SHOW

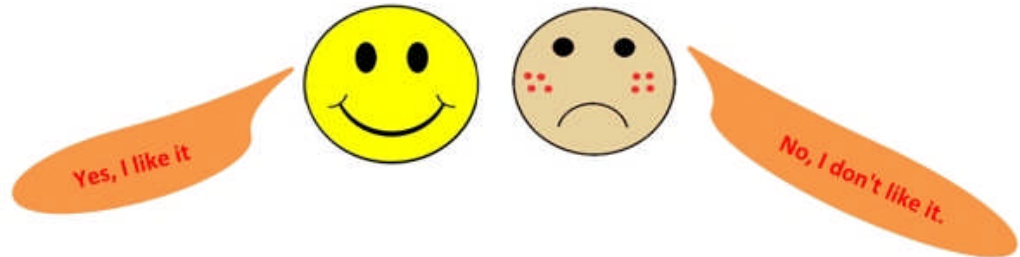
C. Let's Do it

4. Now do the activity based on the procedures above
(Sekarang lakukan kegiatan sesuai prosedur di atas!)
5. Please color this picture.
(Warnai Gambar ini.)



FASHION SHOW

6. Do you like today's activity ?
(Apakah kamu menyukai kegiatan hari ini?)



7. In the end of the class, sing this song with your friends and teacher
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru)





MISS CHEF MAKE A FRUIT SALAD

MISS CHEF MAKE A FRUIT SALAD

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her!
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!)



pineapple



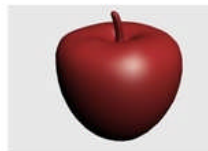
orange



watermelon



starfruit



apple



banana



pear



mango



grapes



strawberry



lemon



tomato

2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Watermelon

Watermelon watermelon
Pineapple pineapple
Banana banana banana banana
Tomato tomato



MISS CHEF MAKE A FRUIT SALAD

B. Look at What I Do

3. Listen to your teacher and Miss Chef and look at the activity procedures below.

(Simaklah gurumu dan koki ketika menjelaskan prosedur kegiatan di bawah ini.)

TITTLE	Make fruit salad
GAME TYPE	experience
AIM	Language : fruits , instruction
AGE	4+
GROUP SIZE	15
TIME	15 minutes
MATERIAL	Mayonnaise, fresh fruits, bowl, knife, cutting board (Mayonnaise, buah segar, mangkuk, pisau, telenan)
PREPARATION	Clear an area in the class room for the chef to make a fruit salad. (Siapkan area kelas untuk koki membuat salad buah)
PROCEDURE	<ol style="list-style-type: none"> 1. The teacher introduce the chef to the children which her job is cooking. Today she will teach them how to make a fruit salad and ask them to listen to the instructions (Guru memperkenalkan koki kepada anak-anak bahwa pekerjaan koki adalah memasak. Hari ini koki akan mengajarkan anak-anak cara membuat salad buah, dan meminta anak-anak mendengarkan instruksinya.) 2. Choose the fruits (Pilih buah- buahan) 3. Wash the fruits (Cuci semua buah-buahan) 4. Chop all the fruits (Potong semua buah) 5. Prepare fruits into the bowl (Siapkan semua buah di mangkok) 6. Mix fruits with mayonnaise (Campur buah-buahan dengan mayonnaise) 7. Serve (Hidangkan)



MISS CHEF MAKE A FRUIT SALAD

C. Let's Do it

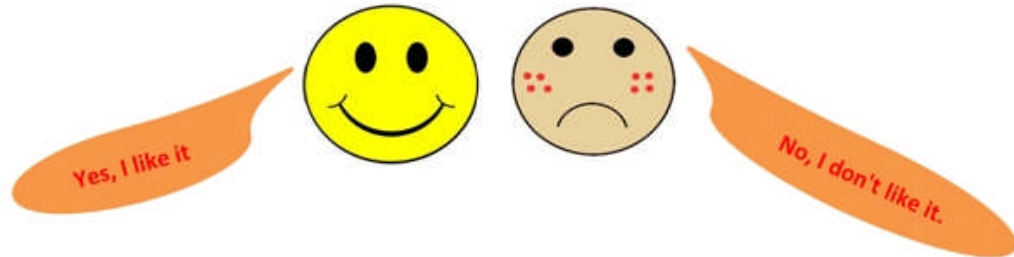
4. Now do the activity based on the procedures above
(Sekarang lakukan kegiatan sesuai prosedur di atas)
5. Please color this picture.
(Warnai gambar di bawah ini.)





MISS CHEF MAKE A FRUIT SALAD

6. Do you like today's activity?
(Apakah kamu menyukai kegiatan hari ini?)



7. In the end of the class, sing this song with your friends and teacher.
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Good Bye

Good bye.... good bye... and see you again
Good bye and see you again
Good bye.... good bye... and see you again
Good bye and see you again

AppendixG

- Final Draft



LITTLE INDIAN

LITTLE INDIAN

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her!
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!)





LITTLE INDIAN



one = /wʊn /
two = /tu:/
three = /θri:/
four = /fɔːr/
five = /faɪv/

six = /sɪks /
seven = /sev. ən/
eight = /eɪt/
nine = /naɪn/
ten = /ten/

2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru).

GOOD MORNING

Good Morning To You
Good Morning To Me
Good Morning Everybody
How Are You ? I am fine

Ten Little Indian Boys

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys



B. Look at What I Do

3. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini)

TITLE	Hello game
GAME TYPE	Movement game
AIMS	Language : Names ; basic introducing and greeting
AGE	4 +
GROUP SIZE	6--15
TIME	10 minutes
MATERIALS	A drum , wistle, or other noise-maker ; soft ball (Follow-up 1)
PROCEDURE	<p>1. All the children sit on their chair in a circle. You are in the middle (Semua anak duduk di kursi membentuk lingkaran. Anda duduk di tengah)</p> <p>2. Go up to a child, shake hands and say ' Hello'.. 'My name is..... (Datangi seorang anak, jabat tangannya, dan ucapkan "Halo" .."Nama saya.....")</p> <p>3. You and the child now introduce yourselves and the child to others. Then they stand up and introduce themselves to other children. (Sekarang perkenalkan namamu dan anak yang sudah ditunjuk tadi kepada anak yang lain. Lalu suruh mereka untuk berdiri dan memperkenalkan diri satu sama lain)</p> <p>4. When all the children are up and moving about , make a noise with your drum or wistle. You and the children must run and find a seat . There will be one seat too few. (Setelah semua anak berdiri dan menyebar, buatlah suara dengan drum atau peluit. Guru dan anak-anak harus berlari dan menemukan tempat duduk. Nanti akan ada satu kursi yang kurang)</p> <p>5.The child who does not find a seat goes to the middle and starts the game again. You sit on a seat like the other children. (Anak yang tidak mendapatkan kursi berdiri di tengah dan memulai game lagi. Guru duduk di kursi seperti anak yang lain)</p>
FOLLOW-UP 1	<p>After they have introduced themselves, the children sit in a circle and one throws a soft ball to another, who has to say <i>Hello, I'm</i> (Setelah mereka memperkenalkan diri masing-masing, anak-anak membentuk lingkaran dan melemparkan bola ke satu sama lain, dan yang menangkap harus mengatakan <i>Hello, I'm.....</i>)</p>
FOLLOW-UP 2	<p>Child 1 throws the ball to child 2, calling out child 2's name. Child 2 says <i>Hello...., how are you ?</i> They then change places. (Anak pertama melempar bola kepada anak kedua, memanggil nama anak kedua. Anak kedua berkata <i>hello.... How are you?</i> Lalu bertukar tempat)</p>



LITTLE INDIAN

VARIATION 1	In addition to <i>Hello</i> , you can choose <i>good morning</i> or <i>good afternoon</i> . (Selain Hello, guru bisa memilih good morning atau good afternoon)
VARIATION 2	In addition to <i>My name is</i> Use <i>I'm</i> (Selain <i>My name is.....</i> gunakan <i>I'm...</i>)
VARIATION 3	The children have to answer <i>It's nice to meet you</i> or <i>My pleasure</i> . After each round, the child in the middle can introduce new phrases : for example, <i>I'm six years old</i> or <i>I live in Yogyakarta</i> . (Anak-anak harus menjawabnya dengan <i>it's nice to meet you</i> atau <i>My pleasure</i> . Setelah masing-masing ronde, anak yang ditengah dapat memperkenalkan phrase baru seperti <i>I'm six years old</i> atau <i>I live in Yogyakarta</i>)

4. Listen to your teacher and look at the activity procedures below!
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini!)

TITLLE	We are Little Indian
GAME TYPE	Adventure
AIM	Language : number, instruction, greeting,
AGE	4+
GROUP SIZE	15
TIME	20 minutes
MATERIAL	Leaves, cloth, chair, table, white eye shadow, black eye shadow (daun , kain, kursi, meja, eye shadow putih dan hitam)
PREPARATION	
PROCEDURE	<ol style="list-style-type: none"> 1. Explain to the children that we will have an adventure like little Indians (Jelaskan kepada anak-anak , kita akan berpetualang layaknya menjadi little Indian) 2. Sign their face with white eye shadow and black eye shadow like little Indians. (Tandai wajah mereka dengan eye shadow putih dan hitam layaknya seperti little Indians) 3. Ask the children to make a line and walk to the school yard to find leaves (Ajak anak-anak berbaris dan berjala-jalan ke halaman sekolah sambil mencari daun) 4. Ask the children to sit and make little Indians hats with leaves that they gathered already (Ajak anak-anak duduk dan membuat topi little Indian



LITTLE INDIAN

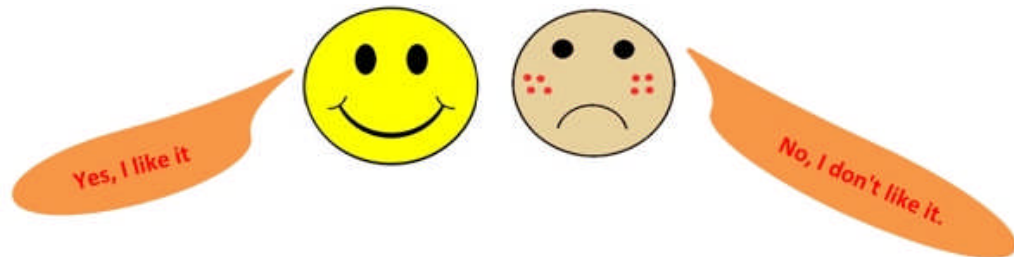
	<p>dengan daun yang mereka kumpulkan)</p> <p>5. The children make the Indian hats from the leaves by folding the leaves into two and stick on together. (Anak-anak membuat topi Indian dari daun dengan cara melipat daun menjadi dua dan merekatkannya)</p> <p>6. Explain to the children that the first mission is to finish(make a little Indian's hats) and they back to class to continue the second adventure. {Jelaskan kepada anak – anak bahwa misi pertama selesai (membuat topi little indian) dan mengajak masuk kelas melanjutkan petualangan kedua}</p> <p>7. Explain to the children that little Indians live in huts and the second adventure is making little Indians' huts. (Jelaskan kepada anak – anak bahwa little indian tinggal di gubuk – gubuk , dan petualangan kedua adalah membuat rumah little indian)</p> <p>8. Explain to the children how to make the little Indians huts, with a chair and a desk as the cantilever and cover it with cloth (Jelaskan kepada anak- anak bagaimana membuat rumah little Indian, yaitu dengan mengambil kursi dan meja sebagai penyangga dan menutupinya dengan kain.)</p> <p>9. Ask the children to introduce themselves as little Indians and sing together (Ajak anak-anak berkenalan sebagai little indian dan bernyanyi bersama)</p>
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LITTLE INDIAN

C. Let's Do it

5. Now do the activity based on the procedures above.
(Sekarang lakukan kegiatan sesuai prosedur di atas.)
6. Do you like today's activity ?
(Apakah kamu menyukai kegiatan hari ini?)



7. In the end of the class, sing this song with your friends and teacher
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Ten Little Indian Boys

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys

One little two little three little Indian
Four little five little six little Indian
Seven little eight little nine little Indian
Ten little Indian boys

Good Bye

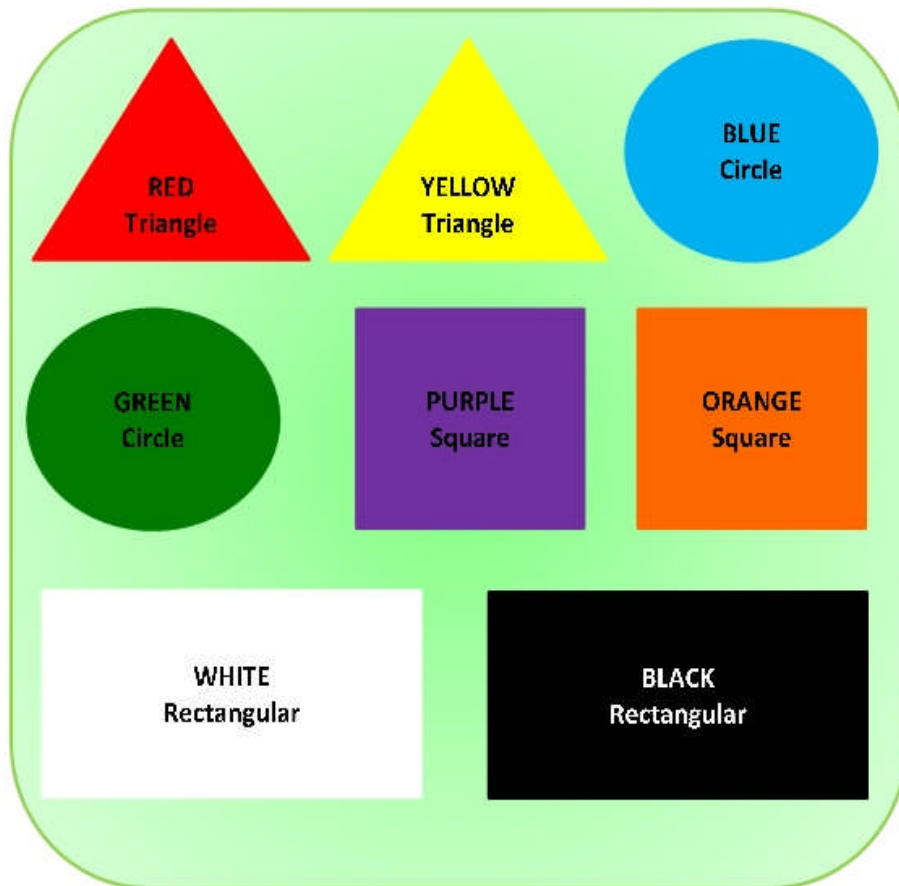
Good bye.... good bye... and see you again
Good bye and see you again
Good bye.... good bye... and see you again
Good bye and see you again

FUNNY OUTBOUND

FUNNY OUTBOUND

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her.
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!)



red = /red/
yellow = /ˈjel. əʊ/
blue = /bluː/
green = /griːn/

orange = /ˈɔr. ə nd /
white = /waɪt/
black = /blæk/
purple = /ˈpɜːpl /

2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru)

Red Yellow Blue and Green

Red Yellow Blue and Green

Red Yellow Blue and Green

Purple orange and White

What Colour is it?

Blue blue blue blue it's blue

FUNNY OUTBOUND

B. Look at What I Do

3. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini!)

TITLE	Please, Mr. Crocodile
GAME TYPE	Movement
AIM	Language : to listen for colours, asking permission
AGE	all
GROUP SIZE	15+
TIME	10 minutes
MATERIAL	A large piece of blue material (bed sheet) or blue paper to act as water, or two long skipping ropes to define the banks of the river (Material berwarna biru yang lebar (sprei kasur) atau kertas berwarna biru untuk dijadikan air atau dua tali untuk lompat tali yang panjang untuk memberikan aksan seperti batas pada sungai)
PREPARATION	Clear an area in the classroom and place the ‘water’ and or the ‘river’ banks’ on the floor in the middle. (Kosongkan kelas dari barang-barang dan letakkan ‘air’ dan atau ‘batas sungai’ di tengah lantai)
PROCEDURE	<ol style="list-style-type: none"> 1. Pre- teach the question : Please, Mr Crocodile, can we cross the river? Explain that the crocodile only likes certain colours and he will only let you cross his river if you bring that colour (Ajarkan tentang pertanyaan : Please, Mr Crocodile, can we cross the river? Jelaskan tentang buaya yang hanya menyukai berbagai warna dan ia hanya akan membiarkan anak menyeberang sungai jika anak membawa warna tersebut) 2. You are the crocodile first. Stand in the middle of the river. Say : I’am a crocodile and I like to eat children. Make snapping noises and look fierce. Elicit the question : Please Mr. Crocodile can we cross the river? (Guru yang pertama menjadi buaya. Berdirilah di tengah sungai. Katakan : I am a crocodile and I like to eat children. Buatlah suara gertakan dan tunjukkan wajah galak. Keluarkan pertanyaan : Please Mr. Crocodile can we cross the river?) 3. Choose a colour that one of the children brings and say : Only if you bring (red). Those that bring that colour can cross safe. When they have crossed, the

FUNNY OUTBOUND

	<p>other try to accroos while you try to catch them. Any children were catch , they join you as a crocodile.</p> <p>(Pilih satu warna yang dibawa oleh anak-anak dan katakan : Only if you bring (red) Mereka yang memiliki warna tersebut boleh menyeberang sungai dengan selamat. Ketika mereka menyeberang, yang lain harus mencoba untuk menyeberang sedangkan guru mencoba untuk menangkap mereka. Jika ada anak yang tertangkap maka mereka bergabung dengan guru menjadi buaya.</p> <p>4. Continue this procedure. When you feel the children are confident enough, one of them could give the instruction.</p> <p>(Lanjutkan prosedur ini. Jika guru merasa bahwa anak-anak sudah cukup percaya diri, salah satu dari mereka dapat memberikan instruksi)</p>
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4. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini!)

TITLLE	Water Marathon
GAME TYPE	Movement
AIM	Language : to listen for colours,
AGE	all
GROUP SIZE	15+
TIME	10 minutes
MATERIAL	Water, essence , glass, bottle Air, pewarna makanan, gelas, botol
PREPARATION	Clear an area in the school yard, clear area for three groups (Kosongkan halaman sekolah untuk membuat tiga kelompok)
PROCEDURE	<ol style="list-style-type: none"> 1. Divide the children into three groups. The groups are according to the game Please Mr. Crocodile. (Bagi anak-anak menjadi 3 kelompok, pembagian kelompok berdasarkan permainan please Mr. Crocodile)

FUNNY OUTBOUND

	<ol style="list-style-type: none"> Explain to the children that this is a group game to transfer water according to the color which is mentioned by the teacher (Jelaskan kepada anak-anak ini adalah perlombaan grup memindahkan air sesuai warna yang disebutkan oleh guru) The children make a line according to the group (Anak- anak berbaris sesuai grupnya berbanjar) The teacher describe a color and the children will take water according to the color and distribute it to the group, the last children put the water inside the bottle. (Guru menyebutkan salah satu warna dan anak-anak mengambil air sesuai warna dan di bagikan sesuai kelompok, anak yang paling akhir memasukkan air di botol yang tersedia) In 5 minutes, the one which is completely filled with water with the right color is the winner. (Dalam waktu 5 menit botol yang isinya paling banyak dan warnanya tepat dialah grup yang menang)
--	--

5. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini!)

TITLE	Catch the fish
GAME TYPE	Movement
AIM	Language : listen to the animal, the number, and colour
AGE	all
GROUP SIZE	15+
TIME	10 minutes
MATERIAL	Small pool, fish , water. (Kolam kecil , ikan, air)
PREPARATION	Clear an area in the school yard, clear area for small pool Kosongkan halaman sekolah untuk kolam kecil
PROCEDURE	<ol style="list-style-type: none"> Divide the children into 3 groups, the group is divided according to the game Please Mr. Crocodile

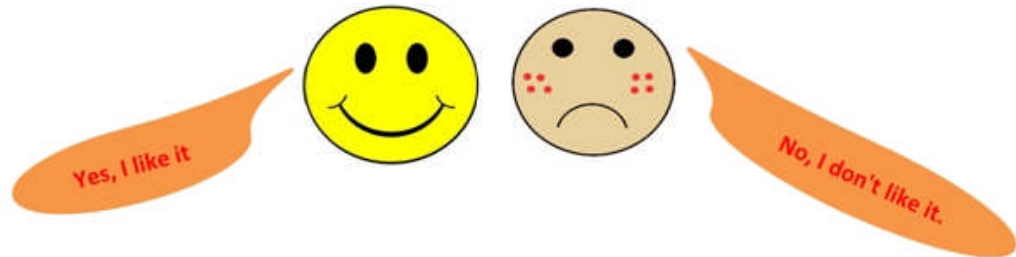
FUNNY OUTBOUND

	<p>(Bagi anak – anak menjadi 3 kelompok, pembagian kelompok berdasarkan permainan please Mr. Crocodile)</p> <ol style="list-style-type: none">2. Explain to the children that this game is a group game to catch the fish. (Jelaskan kepada anak-anak ini adalah perlombaan grup menangkap ikan)3. The children spread to catch the fish but anyone who succeed to catch has to put it in their group (Anak- anak menyebar menangkap ikan, namun siapapun yang dapat harus dikumpulkan di tempat grupnya)4. After 10 minutes, the children will count the fish in their groups and mention the color. (Setelah 10 menit anak-anak menghitung ikan di grup masing-masing dan menyebutkan warna ikan)5. The group which has the most fish is the winner. (Grup yang paling banyak mengumpulkan ikan dialah yang menang) <p>.</p>
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FUNNY OUTBOUND

C. Let's Do it

6. Now do the activity based on the procedures above!
(Sekarang lakukan kegiatan sesuai prosedur di atas!)
7. Do you like today's activity ?
(Apakah kamu menyukai kegiatan hari ini?)



8. In the end of the class, sing this song with your friends and teacher
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman- teman dan guru)

Red Yellow Blue ang Green

Red Yellow Blue ang Green
Red Yellow Blue ang Green
Purple orange and White
What Colour is it?
Blue blue blue blue it's blue

Good Bye

Good bye.... good bye... and see you again
Good bye and see you again
Good bye.... good bye... and see you again
Good bye and see you again



THE GREEDY LION

THE GREEDY LION

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her!
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!)



lion = /laɪ.ən/
 rabbit = /ræb.ɪt/
 deer = /dɪər/
 elephant = /el.ə.fənt/

tiger = /taɪ.gər/
 monkey = /mʊŋ.ki/
 giraffe = /dʒɪrɑːf/



THE GREEDY LION

2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Lion

Lion lion I love u
please don't say roar roar
I will feed you, I will feed
you please don't say roar roar

One Two Three

One two three four five six seven eight nine ten
One two three four five six seven eight nine ten

3. Look at the video below! Listen to your teacher and repeat after her!
(Lihat video di bawah ini! Dengarkan dan tirukan gurumu!)





THE GREEDY LION

B. Look at What I Do

4. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini).

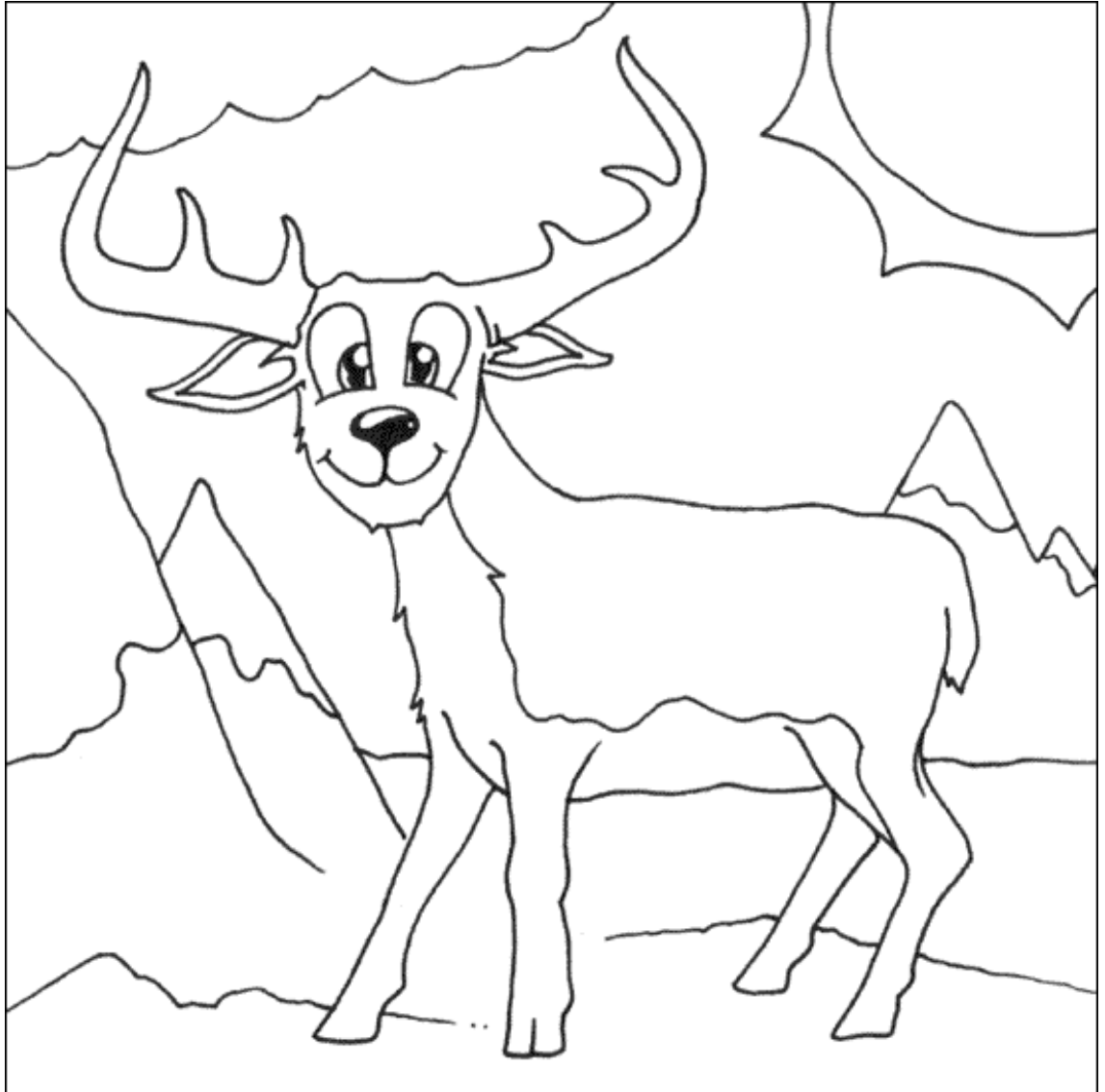
TITLE	Mini Drama The Greedy Lion
GAME TYPE	Movement
AIM	Language : to listen animals
AGE	4 +
GROUP SIZE	3 per grup
TIME	5 minutes
MATERIAL	Mini stage, lion's hat, rabbit's hat, deer's hat Panggung kecil, topi singa, topi kelinci dan topi rusa
PREPARATION	Clear an area in the classroom and prepare the mini stage (menyiapkan panggung kecil di kelas)
PROCEDURE	<ol style="list-style-type: none"> 1. Pre- teach the question : (Tanyakan kembali isi cerita video the greedy lion kepada anak-anak.) 2. The teacher asks whether they could play the scene in the greedy lion or not? (Guru menanyakan apakah mereka bisa memainkan adegan the greedy lion?) 3. The teacher chooses one of the children to be the lion, one child to be the rabbit, and one children to be the deer. (Guru menunjuk satu anak menjadi lion, satu anak menjadi rabbit dan satu anak menjadi deer.) 4. First, the teacher gives the instruction and becomes the narrator, after the children feel confident they can be the narrator and give the instruction. (Pertama guru yang memberi instruksi dan menjadi narator, setelah anak-anak percaya diri mereka yang menjadi narator dan memberi perintah.) 5. Continue this procedure. When the teacher feels the children are confident enough, one of them could give the instruction. (Ulangi kembali jika guru merasa anak-anak sudah percaya diri, salah satu dari anak-anak dapat memberikan perintah.)



THE GREEDY LION

C. Let's Do it

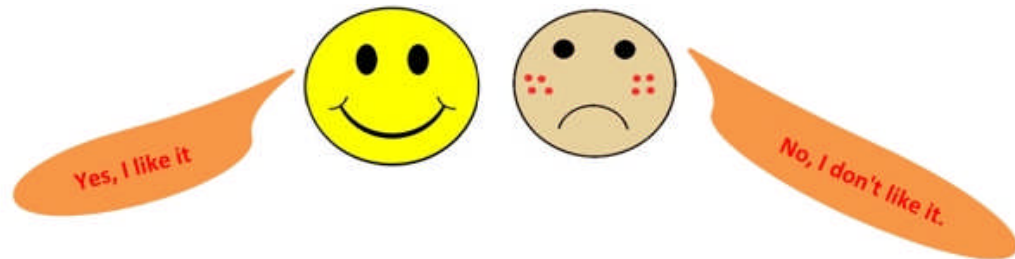
5. Now do the activity based on the procedures above!
(Sekarang lakukan kegiatan sesuai prosedur di atas!)
6. Please color this picture!
(Warnai gambar di bawah ini)





THE GREEDY LION

7. Do you like today's activity?
(Apakah kamu menyukai kegiatan hari ini?)



8. In the end of the class, sing this song with your friends and teacher.
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Good Bye

Good bye.... good bye... and see you again
Good bye and see you again
Good bye.... good bye... and see you again
Good bye and see you again

FASHION SHOW

FASHION SHOW

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her!
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!).



Hello
I am a baker

I work at a bakery



Hello
I am a chef

I work at a restaurant



Hello
I am a doctor

I work at a hospital



FASHION SHOW



Hello
I am a nurse

I work at a hospital



Hello
I am a postman

I work at a post office



Hello
I am a teacher

I work at a school

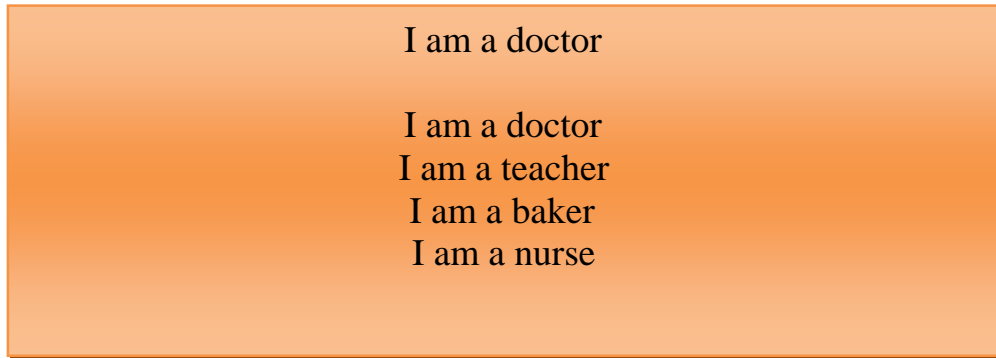


baker = / ˈbeɪ.kər /
chef = / ʃef /
doctor = / ˈdɒk.tər /

postman = / ˈpɒst.mən /
teacher = / ˈtiː.tər /
nurse = / nɜːs /

FASHION SHOW

2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru.)



B. Look at What I Do

3. Listen to your teacher and look at the activity procedures below.
(Simaklah gurumu ketika menjelaskan prosedur kegiatan di bawah ini).

TITLE	Our Fashion Show
GAME TYPE	Movement
AIM	Language : job (doctor , chef, teacher, nurse, policeman , postman)
AGE	4+
GROUP SIZE	10
TIME	15 minutes
MATERIAL	Catwalk, costume (job), music
PREPARATION	Preparing a long carpet as a catwalk, preparing costumes, preparing music (Mempersiapkan karpas memanjang sebagai catwalk, mempersiapkan kostum-kostum, mempersiapkan musik)
PROCEDURE	<ol style="list-style-type: none">1. Giving the children the costume (Memberikan kostum pada masing-masing anak)2. Explaining to the children “ What are they ? “According to the costume that they wear. (Menjelaskan kepada anak, menjadi apa mereka ? sesuai dengan pakaian yang dikenakan)3. When the teacher mention the job, the children go to the catwalk like a model) (Saat guru menyebutkan profesinya, anak menuju catwalk sebagai model)

FASHION SHOW

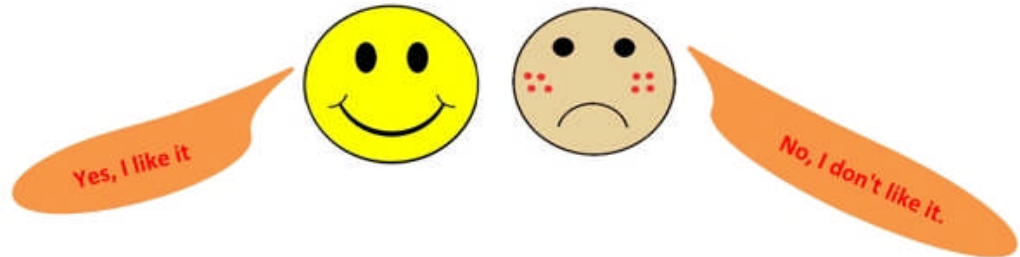
C. Let's Do it

4. Now do the activity based on the procedures above
(Sekarang lakukan kegiatan sesuai prosedur di atas!)
5. Please color this picture.
(Warnai Gambar ini.)



FASHION SHOW

6. Do you like today's activity ?
(Apakah kamu menyukai kegiatan hari ini?)



7. In the end of the class, sing this song with your friends and teacher
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru)





MISS CHEF MAKE A FRUIT SALAD

MISS CHEF MAKE A FRUIT SALAD

A. Listen to What I Say

1. Look at the pictures below! Listen to your teacher and repeat after her!
(Lihat gambar di bawah ini! Dengarkan dan tirukan gurumu!)



pineapple



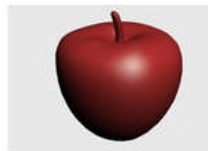
orange



watermelon



starfruit



apple



banana



pear



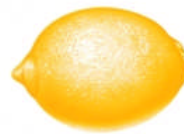
mango



grapes



strawberry



lemon



tomato

pineapple = /ˈpaɪ
n.æp.l/
apple = /æp.l/
grape = /greɪp /
banana = /bəˈnɑːnə/
lemon = /lem.ən/
mango = /ˈmæŋɡoʊ/

strawberry = /ˈstrɔːbɛr.i/
orange = /ˈɒr.ɪndʒ /
watermelon = /ˈwɔːtɜːmel.ən /
pear = /peər/
tomato = /təˈmɑːtoʊ/
starfruit = /ˈstɑːfrʊt/



MISS CHEF MAKE A FRUIT SALAD

2. Now sing this song with your friends and teacher.
(Sekarang nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Watermelon

Watermelon watermelon
Pineapple pineapple
Banana banana banana banana
Tomato tomato

B. Look at What I Do

3. Listen to your teacher and Miss Chef and look at the activity procedures below.
(Simaklah gurumu dan koki ketika menjelaskan prosedur kegiatan di bawah ini.)

TITTLE	Make fruit salad
GAME TYPE	experience
AIM	Language : fruits , instruction
AGE	4+
GROUP SIZE	15
TIME	15 minutes
MATERIAL	Mayonnaise, fresh fruits, bowl, knife, cutting board (Mayonnaise, buah segar, mangkuk, pisau, telenan)
PREPARATION	Clear an area in the class room for the chef to make a fruit salad. (Siapkan area kelas untuk koki membuat salad buah)
PROCEDURE	<ol style="list-style-type: none"> 1. The teacher introduce the chef to the children which her job is cooking. Today she will teach them how to make a fruit salad and ask them to listen to the instructions (Guru memperkenalkan koki kepada anak-anak bahwa pekerjaan koki adalah memasak. Hari ini koki akan mengajarkan anak-anak cara membuat salad buah, dan meminta anak-anak mendengarkan instruksinya.) 2. Choose the fruits (Pilih buah- buahan) 3. Wash the fruits (Cuci semua buah-buahan) 4. Chop all the fruits (Potong semua buah)



MISS CHEF MAKE A FRUIT SALAD

	<ol style="list-style-type: none">5. Prepare fruits into the bowl (Siapkan semua buah di mangkok)6. Mix fruits with mayonnaise (Campur buah-buahan dengan mayonnaise)7. Serve (Hidangkan)
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C. Let's Do it

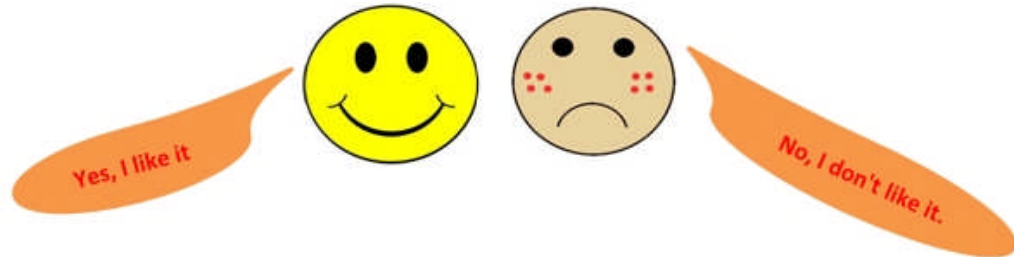
4. Now do the activity based on the procedures above
(Sekarang lakukan kegiatan sesuai prosedur di atas)
5. Please color this picture.
(Warnai gambar di bawah ini.)





MISS CHEF MAKE A FRUIT SALAD

6. Do you like today's activity?
(Apakah kamu menyukai kegiatan hari ini?)



7. In the end of the class, sing this song with your friends and teacher.
(Sebelum pulang, nyanyikan lagu ini bersama dengan teman-teman dan guru.)

Good Bye

Good bye.... good bye... and see you again
Good bye and see you again
Good bye.... good bye... and see you again
Good bye and see you again

AppendixH

- Foto Documentation



UNIT 1

LITTLE INDIAN

A. Warming Up



B. Hello Game





C. We Are Little Indian Game





UNIT II

FUNNY OUT BOND

A. Warming Up



FUNNY OUT BOND



B. Please, *Mr. Crocodile Game*



C. Water Marathon Game



FUNNY OUT BOND



D. Catch the Fish Game



E. Closing





THE GREEDY LION

UNIT III

THE GREEDY LION

A. Warming Up





THE GREEDY LION

B. Look the video of “The Greedy Lion”



C. Mini Drama of The Greedy Lion





THE GREEDY LION



D.Coloring , closing



FASHION SHOW

UNIT IV

FASHION SHOW

A. Warming Up



FASHION SHOW

B. Our Fashion Show Game



FASHION SHOW

C.Coloring , closing





MISS CHEF MAKE A FRUIT SALAD

UNIT V

MISS CHEF MAKE A FRUIT SALAD

A. Warming Up



B. Make a fruit salad





MISS CHEF MAKE A FRUIT SALAD



C.Coloring , closing





MISS CHEF MAKE A FRUIT SALAD





MISS CHEF MAKE A FRUIT SALAD